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TEACHER EMPOWERMENT:
A NEEDS ASSESSMENT

BY

DORROTHY MAE RYAN ©

A THESIS SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF DOCTOR OF PHILOSOPHY

IN

COUNSELLING PSYCHOLOGY
DEPARTMENT OF EDUCATIONAL PSYCHOLOGY

EDMONTON, ALBERTA
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DEDICATION

This work is dedicated to all those teachers who have "made a difference" in my life:

My brothers, **Ab and John**, who continue to spend themselves in the profession they love;

Sister M. Marina and **Arleigh (Fitzgerald) Slanina**, who journeyed with me through a difficult adolescence;

Dr. Karl Puffer, the master teacher, who showed me how to respect and care for students;

Dr. Ronna Jevne, my teacher, supervisor, mentor and friend who gives new meaning to the words "excellence in teaching";

Irene Baker, who continues to teach me every day about the importance of love, commitment and friendship.

ABSTRACT

The primary task of this needs assessment was to identify and prioritize the personal and professional needs of Alberta educators at different points in their career -- from teachers-in-training, through teachers at different phases in their career, to teachers on long term disability benefits -- and further, to determine the degree to which these needs were being met in the lives of today's Alberta teachers. This study, presented in paper format, includes theoretical and empirical findings as well as a practical application of these findings within an empowerment model of teacher wellness.

Articles 1 and 2 review the present understanding of teacher needs and teacher empowerment and discuss the concept of empowerment as a model through which to consider the present needs of the Alberta teacher. Articles 3 to 5 flow from the results of the needs assessment. Although the needs varied somewhat within each group, based on gender, age, health status, experience and grade level taught, all respondents [teachers-in-training (n=137), classroom teachers (n=481), and teachers on long term disability benefits (n=207)] agreed on the following issues:

1) Personal needs, including developmental and health/lifestyle needs, were ranked highest of all the needs categories; professional and school-related needs were ranked lower for all three groups;
2) Most needs were perceived as being minimally met or better but few needs were perceived as being adequately or extremely well met.
3) The prioritization of professional needs seemed to correspond with the three principle areas for enhancing and strengthening teacher empowerment, namely, status, knowledge and access to decision-making.

The final two articles represent a practical application of the results of the needs assessment. Article 6 proposed a comprehensive employee assistance or teacher wellness program to address the needs of the healthy teacher, the "at risk" teacher and the teacher with a health disabling condition. Implications were discussed within the framework of teacher empowerment. Article 7 attempted to dispel some of the myths that surround the teacher as person and teaching as a profession by proposing a number of possible realities to take their place. Recommendations for further research were proposed.

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- the University of Alberta
- Alberta Advisory Committee for Educational Studies

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CHAPTER ONE

Overview of the Dissertation

This dissertation represents the culmination of three years of graduate research study into the complex area of teacher health, including stress-related concerns, teacher needs, developmental issues, the concept of empowerment and the application of research to practice. The journey included a 12 month internship assisting in the rehabilitation process of teachers with health disabling conditions, participation in focus groups for teachers on long term disability (LTD) benefits and their spouses, presentations at teacher conventions and professional development days, personal interviews with 'healthy' and 'disabled' teachers across Alberta as well as constant communication with administrators, superintendents, EAP officers and insurance personnel who were visibly struggling with the overwhelming problems facing them and their employees/clients. The level of concern and frustration appears to be increasing while the alternatives and solutions seem wrought with bureaucratic red tape and financial implications that make decisions both tedious and painful.

The research presented here rises out of these experiences and subsequent questions:

1) what is the overall 'state of health' of the Alberta educator? In their recent teacher health study, Jevne and Zingle (1990) indicated that "healthy teachers are not substantively healthier than their ill counterparts. The margin is slim and it would appear that a large portion of educators are potentially at risk" (p. 237). My own personal observations would confirm this statement.
2) what are the issues (needs), including stress-related issues, that are contributing to an 'unhealthy' teacher population? What has already been said about teacher needs in recent American and Canadian studies? A review of these studies noted a catalogue of school-related needs but little corresponding information on teacher training, personal and developmental needs. Furthermore, the existing studies into

teacher needs did not appear to extend the investigation beyond the identification of needs and into the prioritization of these needs and the solicitation of how well teachers believed these needs were being met presently in their personal and professional lives. How can we come to know these answers?

3) What framework seems most appropriate from which to think about these needs? This question led to a conceptual framework of empowerment which is indirectly implied within the relationship between the 'perceived' and 'unmet' personal and professional needs of the teacher.

4) Do these needs change over the development of a career in teaching? The research literature into adult and career development coupled with the "lived experiences" of the teachers interviewed seemed to indicate that this was the case.

5) What now? Once the personal, developmental and professional needs, and the degree to which they are being met presently in the life of the teacher are known, how can this information be transferred into action? What is the practical application of this new information? The hope is that this study would not become just one more "dissertation decathlon" (Moore, 1985, p. 127) void of pragmatic implication.

Dissertation Structure

In response to the above questions, a series of articles have been written which constitute theoretical, empirical and practical perspectives. The first two theoretical articles review the present understanding of teacher needs and discuss the concept of empowerment as a model through which to consider developmental issues relative to the teacher. The next three empirical articles represent the "meat" of this research and present the statistical and interpretive analyses of a needs assessment survey sent to student teachers, active teachers and teachers who are on long term disability benefits. These three articles together summarize the personal, developmental and professional needs of the sample, the degree to which these needs have been met in the lives of these teachers as well as the potential strategies that appear to be most appropriate as interventions to improve or change the situation. The sixth article, flowing from the empirical studies, attempts to dispel some of the myths that surround the teacher as person and teaching as a profession by proposing a number of possible realities to take their place. The final article is presented as "research in action" in which the preceding knowledge is woven into a proposed comprehensive teacher wellness program that would have application within this teacher population and beyond.

However, before beginning these articles, it is important to understand in more detail the purpose of the study itself, the process used to determine the appropriate method for the task at hand, the limitations within the study and the data analyses proposed to interpret the results of the survey and to maximize reliability and validity.

Background to the Study

As professionals, teachers profoundly influence the mental health and well-being of the people of Alberta: approximately 28,000 Alberta teachers touch the lives of over 497,000 regular school children each day. The demands of teaching in the 1990's require teachers to assume the position of *in loco parentis*, social worker, mentor, counsellor, referee, diagnostician, community leader and many other roles for which they may be variably prepared. Not surprisingly perhaps, teaching has come to be perceived as one of the least satisfying and most highly stress-related professions (Kyriacou, 1989). It manifests itself in two observable trends: early withdrawal from the profession and in health disabling conditions. Fewer than 50% of teachers-in-training enter and remain in the school system for longer than 3 years (Williams, 1981). Over 500 teachers in Alberta are presently on long term disability for physical and emotional conditions; others are considered 'at risk' for similar disabilities (Jevne and Zingle, 1990). The emotional and financial cost of having professional educators physically or psychologically disabled is extremely high and increasing each year (Alberta School Employee Benefit Plan, 1991).

The suffering accompanying a disability extends beyond the individual to his/her family, school system and society at large. If the situation is allowed to continue unchecked, the result will be a serious decline in the performance and health of the teacher and a lower quality of education for the student (Alberta Teachers' Association study, 1991).

As individuals, teachers expect, or at least hope for, personal well-being as well as professional satisfaction (Bolin & Falk, 1987). In order to sustain this sense of well-being, it logically follows that teachers need to nurture their own uniqueness, cultivate human relationships, and continually search for personal meaning. To accomplish this, it would seem important that their life's work nourish this human journey; yet, such topics are seldom on the agenda of faculty meetings or talked about in staff lunchrooms. As noted by Bolin & Falk (1987), one could probably experience an entire career as a teacher without having heard the message surrounding the idea of "*teacher as person*".

The framework of empowerment is proposed as an appropriate means by which to confront this dual concern of personal well-being and professional satisfaction for today's educator. *Empowerment*, a term more familiar to health psychologists, social workers and mental health specialists than to educators, has been defined as the process by which one develops the ability and capacity to bring about changes that will lead to more control over one's life (Lord and Farlow, 1990). It emphasizes first and foremost the uniqueness and individuality of the person, and then the professional, social and political context within which the individual operates and draws meaning (McWhirter, 1991). In the present context, the degree of empowerment for the Alberta educator will be operationally defined as the level of personal well-being and professional satisfaction measured through a needs assessment.

The primary task of this needs assessment is to identify and prioritize the personal as well as professional needs that are important in ensuring individual well-being and professional satisfaction of the Alberta educator. The second equally important step is to determine to what degree these needs are being met presently in the life of the teacher. For this study, the difference between 'perceived needs' and 'met needs' would represent the level of empowerment for the Alberta teacher. From this information, future programs and interventions could be structured to respond to these unanswered needs and to assist teachers to maximize their personal and professional potential more easily.

Purpose of the Study

The overriding question to be answered in this study was: *what are the important needs that must be met to empower, in other words, ensure personal well-being and professional satisfaction throughout the career of today's educator*? The main purpose of the study was one of discovery: to verify and prioritize the personal, professional and developmental needs of Alberta educators, from the *teacher-in-training,* through to the *teacher in different phases of his/her career* to the *teacher on long term disability benefits,* and to determine the degree to which these needs were being met presently in the teaching profession. It was hypothesized that if these needs could be prioritized and responded to effectively, there would be an increase in the level of empowerment among Alberta educators at different phases of their career.

Questions guiding the research included:

1. What are the preventative and remedial needs of the teacher that are important to ensure a sense of personal well-being and professional satisfaction in the teaching profession today?
2. What are the perceived personal and professional needs cited by the Alberta educator that are important to ensure a sense of personal well-being and professional satisfaction?
3. How well are these needs perceived to be met in the individual's teaching experience?
4. Do these needs appear to change over time? Are they consistent across the geographical distribution and grade level distribution?

5. What category of needs is considered most important to today's educator (e.g. personal, professional, developmental or school-related)?
6. What intervention methods seem most appropriate to meet these needs: lecture series, workshops, distance education, teleconferencing, computer-assisted programs, individual counselling etc.?

Glossary of Terms

As you read the dissertation articles, the following terms will continue to appear: empowerment, stress, burnout and 'assault of self'. They are defined here in general and operational terms to assist the reader to a better understanding of their proposed meaning and relationship.

First of all, wellness for the teacher can be thought of on a continuum, based on perceived and unmet needs. At one end of the continuum, there is the empowered teacher who has his/her needs relatively well met. At the other end, we find the teacher who has experienced perhaps the most painful human insult, an 'assault of self', and who questions whether he/she even has a right to have his/her needs met.

....x..........................x..........................x.........................x....

empowerment stress burnout 'assault of self'

Between empowerment and the 'assault of self' lie variations known as teacher stress and teacher burnout.

Teacher Empowerment:

Empowerment can be defined as the process by which one develops the ability and capacity to bring about changes that will lead to more control over one's life (Lord and Farlow, 1990). It can best be presented on a continuum from self-empowerment to collective empowerment:

.......x..........>.............x...............>..............x.............>..............x.........

self-empowerment personal empowerment professional empowerment collective empowerment

This linear approach implies progression, not completion, and further recognizes the need to experience initial self-efficacy, personal power and control from within; outward expressions in personal and professional life will follow (Labonte, 1990; Gadacz, 1990). Empowerment cannot be measured directly (Rappaport, 1987); for the purpose of this dissertation, the level of empowerment will be implied within the relationship between the 'perceived' and 'unmet' personal and professional needs of the teacher.

Teacher Stress:

Teacher stress has been described as an unpleasant emotional state, "an experience of unpleasant emotions such as anger, tension, frustration, anxiety, depression and nervousness, resulting from aspects of their work as teachers" (Kyriacou, 1989, p. 27). Others have defined it in terms of an ability or inability to cope with the pressures and demands facing teachers in the classroom setting (Blase, 1986). For the purpose of this dissertation, teacher stress is defined simply as a state in which the global demands made on the teacher are greater than his/her resources. In the study by Jevne and Zingle (1990), this experience was characterized by the *feeling of being less able* (p. 34).

Teacher Burnout:

Teacher burnout has been described as "the permanent negative effects upon the teacher arising from the social and psychological conditions under which teachers exercise their profession" (Esteve, 1989, p.6). For the purpose of this dissertation, teacher burnout will be defined as chronic stress without relief over a long period of time accompanied by psychological as well as physical symptoms. In the Jevne and Zingle study (1990), the experience of feeling less would now include the additional *feelings of being less enthused/idealistic* and *less valued* as well as *less able* (p. 27).

Assault of Self:

The concept, an 'assault of self' of the teacher, is an example of essential research data that is known and understood only through experience. It is what Lincoln and Guba (1985) would call tacit knowledge, the knowledge that cannot be described adequately in words but which becomes known and understood through experience. Counselling teachers on long term disability benefits and listening to classroom teachers who were feeling this intrusion into the core of their person, I came to know the inner pain and feel the 'assault of self' of these teachers.

Methodology: Needs Assessment

Cook (1989) claims that needs assessment techniques are applicable to virtually any setting where programs can benefit from clear goals and determination of service priorities. He states further that in developing a needs assessment, four general parameters should be considered: the identification of the target (sample); the appropriate method to contact this sample; the development of a measurement scheme and the interpretation of the collected data and presentation to decision-makers.

Identification of the sample:

Sample size depends largely on the degree to which the sample population approximates the qualities and characteristics of the general population (Leedy, 1989). In establishing sampling protocol for this study, the following criteria were considered:

1) degree of precision required between sample and population;
2) variability of the population;
3) method of sampling;
4) cost; availability; time.

Based on these considerations, a survey questionnaire was distributed to the following sampling of three groups of teachers:

Teachers-in-training.

Since the degree of variability among teachers-in-training is not sufficiently known, it seemed important to survey all three Alberta institutions (University of Alberta, University of Calgary and University of Lethbridge) which presently offer a teacher training program. This was not an easy task to accomplish. Ideally, the sample would be a representative sampling from fourth years students with practicum experience in all branches of education (elementary, secondary, special education and early childhood). However, this was difficult to arrange because many of the students spend most of their senior year in practicum settings in the local schools. Therefore, the sample had to be limited to a convenience sampling of fourth year students with practicum experience, mostly from the University of Alberta. One hundred and thirty-seven questionnaires were returned. This represented a 45% return rate. In the data analyses, there were no significant differences in the responses from the students at the three Universities and, therefore, the respondents were considered as one single sample. It is felt that this would be sufficient to gain some insight into the perceptions of the teachers-in-training on the issues of preparatory and experiential teacher needs and how their perceptions compare with the teacher in the field.

Based on written comments accompanying the returned questionnaires, many students felt uncomfortable completing the career enrichment and professional development needs sections of the questionnaire due to their limited professional experience. Therefore, due to limited response in these areas, the student teachers responses are not included in the statistical analyses of these sections; their responses were included in the comparative analyses on the other personal, professional and teacher training sections.

Teachers in the field.

With 28,000 teachers in the province, it was impossible to survey the entire population. Initially, a stratified, random sampling of the teaching population (2,000 teachers) across the province was considered. On further reflection, other considerations seemed to be more important, namely, expense, projected rate of return, geographical distribution (north, central, south) and divisional distribution (elementary, junior high and high school). It was decided to solicit the support of superintendents in three geographical areas and, with their assistance, to survey selected elementary, junior high and high schools. Using this type of cluster or area sampling, there was the potential for reduced cost, enhanced rate of return and greater representative sampling. One school jurisdiction in each geographical district (north, south and central) was chosen to represent the teacher population as a whole. A total of 481 teachers responded to the questionnaire. The rate of response was 30.6% and proved to be representative of the Alberta teaching population relative to age, gender, years of experience, geographical and grade level distribution.

Teachers on long term disability benefits.

The questionnaire was sent to all teachers insured by the Alberta Teachers' Employee Benefits Plan (ASEBP) who are, or have been, on long term disability benefits during the last four years (1987-91). Two hundred and eighty (37.4%) of the 749 distributed questionnaires were returned. Relative to gender, marital status, age, professional qualifications and years of experience as an educator, the sample proved to be representative of the Alberta teacher population in general and the LTD teacher population in particular.

The appropriate method:

The most popular approach to needs assessment is survey sampling using a structured questionnaire (Cook, 1989). In this format, information can be solicited by asking individuals to state their needs or by providing individuals with a pre-determined list of needs and asking them to prioritize needs from this list. The first approach allows a free response but often gives dubious results lacking clear distinction between 'want' and 'need'. The second approach, a type of closed-end format, was the method of choice in this study because it provides a "tighter control of the needs to be assessed and allows for greater efficiency in data processing" (p. 462). This was evident in the internal consistency results that gave an overall *alpha* coefficient of 0.75 to 0.98.

To make the questionnaire less impersonal and more appealing visually and to stimulate a high rate of return, the following suggestions were implemented (Bennett and Ritchie, 1975; Statistics Canada, 1979; Leedy, 1989; Berdie and Anderson, 1975; Warnick and Leninger, 1975; McCallon, and McCray, 1975):

1) Credibility of the investigator was established through previous writings, professional meetings, interviews, presentations and research activities. It was hoped that this would allowed for a more personalized relationship with the respondents;
2) All correspondence and the questionnaire design were prepared professionally;
3) The introductory letter provided a strong appeal to altruism in the teacher;
4) The use of the sponsoring agency's letterhead (University of Alberta), the supervisor's signature, a covering letter from the specific school board, where appropriate - all these things were included to help increased participation;
5) A stamped, addressed return envelope was provided;
6) Anonymity and confidentiality were guaranteed.

To enhance participation, the language and wording of the questionnaire was succinct and appropriate for a teacher population. Precise directions were included on how to complete each section, move ahead, how and when to skip certain sections and so on. Demographics dealing with various characteristics of the sample -- age, sex, marital status, education, teaching experience -- were included and used for classification purposes in the tabulations and analyses section.

The questionnaire included pre-set lists of personal, professional, developmental and school-related needs of an educator gleamed from key informants, an LTD focus group, a spousal focus group, personal interviews and research studies. It requested each participant to perform three tasks:

1) complete the demographic section of the questionnaire;
2) rank each need (by comparing it to a referent which has already been assigned an arbitrary value) as to its importance in the teaching profession;
3) rank each need (using a 5-point Likert scale) as to the degree to which it has been met in the participant's teaching career.

It also included a section on prioritization of *categories* (e.g. are personal needs more important than professional needs?); of *methods* (e.g. CAI, lecture series, teleconferencing) and of *criteria for participation* in a course or workshop (e.g. topic, cost, distance to travel, length of involvement). The questionnaire can be found as Appendix A.

Having taken the above precautions, there is still no guarantee that the proposed survey questionnaire will fully satisfy the objectives of the study. Therefore, it seemed essential to include a rigorous pretesting of the questionnaire through an extensive pilot study. Student teachers from selected educational classes at the University of Alberta, teachers in the field who attended various 1991 teacher conventions within the province and an LTD teacher support group formed the nucleus of an extensive and intensive pilot study. Questionnaires were also sent to "experts or key informants" in the field who critiqued the wording, instructions, and actual format. It was felt that such rigorous pretesting would increase the proportion of returns as well as the reliability and validity of responses, detect procedural mistakes before they exact heavy penalties and formulate general acceptance of test wording, sequence, layout and choice of types of questions (Ryan, 1985).

Development of a measurement scheme:

Several criteria were used in choosing a scaling model (Crocker and Algina, 1986; Cook, 1989; Stevens, 1988): the use of a subject-centered vs stimulus-centered approach;

the choice between a judgement vs sentiment and/or comparative vs absolute response as well as the choice of scale to be used. In the end, a combination of magnitude estimation (to determine the importance of the needs) and a 5-point Likert scale (to determine the present degree of need fulfillment) was chosen for this study.

Magnitude Estimation.

As stated earlier, one of the main purposes of this study was to verify and prioritize the important needs of the Alberta educator through the various points of his/her career. The Q-card sort, paired comparisons and magnitude estimation were seen as the most viable strategies for obtaining such ranking between items. Magnitude estimation was chosen because it appeared to be the simplest, most direct, least time consuming and least fatiguing method available (Tate, 1982; Altschuld, 1985; Cook, 1989).

The choice of methodology between Q-card sort, paired comparisons and magnitude estimation was not an easy one. Tate (1982) describes Q-card sort as a workable prioritizing technique in which individuals are asked to rank items in clusters by sorting cards containing single items. The result is a visual distribution, a sort of 'tangible' scale, of the level of importance as perceived by the participant. Initially this method was chosen for the study. However, the preliminary pilot study indicated that this method was not appropriate with a large number of needs and/or subjects, particularly when a ‘sick’ population (the LTD teacher) was to be included in the sample. In addition, it was seen as very time consuming, subject to facilitator-bias and nerve-racking in case the participant drops the cards!

Cook (1989) appeared very convincing in his argument for the use of paired comparisons as the scaling method of choice for a needs assessment such as the one proposed in this study. Paired comparisons, a form of forced choice scaling, required that each *item,* (in this case, *need)* would be contrasted with every other item *(need)*. This would yield far more information than just rank ordering needs in terms of importance. The end result would be rank ordered needs that clearly distinguishes between high-level and low-level needs. Although his analysis was noteworthy, the time/fatigue factors and the limitations in the number of items that could be used (no more than 20), were considered to be serious limitations in a comprehensive needs assessment (Altschuld, 1985). Therefore, the Q-card sort method was not chosen for the proposed study. In summary, paired comparisons, Q-card sorts, and magnitude estimation scaling were considered appropriate techniques for ranking between items. However, paired comparisons and Q-card sorts tell you only which goal is perceived as better than the other; they do not tell you by how much as in magnitude estimation (Altschuld, 1985). In addition, too many comparisons could easily lead to sloppily made comparisons. Therefore, magnitude estimation is considered to be the most appropriate method to achieve the purpose of this study.

Reflecting Torgeson's original work in fractionation methods, Blunt (1977), Lodge (1981) and Stevens (1988) contended that the basis for the magnitude estimation technique rested on the human capacity to make qualitative judgements. Blunt (1977) defined magnitude estimation as a subjective estimate of a stimuli [in this case, a need], using a psychometric procedure that was capable of producing ratio scales to quantify social opinions. Originally developed by psychologists for the purpose of studying human perceptual dimensions from environmental stimuli [e.g.. brightness of light] Lodge (1981) and Bridgan (1987) concurred that this comparative stimulus-centered approach could also improve the measurement of individuals' opinions, and judgements through numeric estimation and ratio scales. In this study, each individual was asked to compare two needs simultaneously. One of the needs served as a *referent or standard* and the individual estimated the ratio between the two needs. The numeric estimates for each need was represented by the mean for each need. Although groups may assign different magnitude to the items, it was accepted that there would be a significant degree of agreement among respondents within the groups as to the rank order of the items, and the differences in magnitudes assigned between the groups.

Likert Scaling:

The Likert scale, sometimes referred to as a summated-rating scale, is often used in an objective survey questionnaire because of its ease of construction, simplicity of scoring and familiarity of the form (Pyke and Agnew, 1991; Cook, 1989; Isaac and Michael, 1981). A five-point Likert scale was used in this questionnaire to solicit the degree to which each need was perceived to be met presently.

Analysis of Data

Having established that the samples were representative of the total population and that the respondents from the three Universities did not differ significantly in their responses, the data were analyzed using the Statistical Package for Social Sciences (SPSS). The actual procedures done were data driven but also attempted to respond to the initial empirical as well as pragmatic questions:

Question 1: What are the needs that are important to ensure personal well-being and professional satisfaction throughout a career in teaching today? What are the criteria for participation and the methods of intervention perceived as being most appropriate to meet these needs?

The main purpose of this study was to prioritize the needs of the Alberta educator under 9 major categories (10 categories for teachers on long term disability benefits). This was done by having the individual compare each need to a referent with an arbitrary rating of 50 (Range: 1 to 100). Frequencies were completed on all individual needs. Some researchers contended that the geometric means was the appropriate measure of central tendency with magnitude data (Blunt, 1977; Lodge, 1981; Stevens, 1988). In this study, the decision to use arithmetic or geometric means was determined by the kurtosis and skewness of the distribution of results. The degree of skewness (0.1 to 0.3) did not seem to preclude the use of the more familiar arithmetic means. Therefore, priorities were established using arithmetic means. The same analyses were used in determining *criteria* and *methods.*

Question 2: To what degree were these prioritized needs being met within the teaching profession of each individual?

A 5-point Likert scale was used to determine the degree to which each need was met presently within the individual's teaching career. Descriptive statistics were used in this analysis.

3. Internal consistency:

An item-scale correlation (alpha reliability coefficient) was done on each category of needs. The results indicated high internal consistency (0.75 to 0.98). This was not totally unexpected since the needs assessment contained pre-set lists of needs that had already been identified as important by key informants, interviews, research literature and focus groups.

4. Relationship differences *between* and *within* groups:

A number of intercorrelations analyses between groups and within groups were completed (crosstabulations [CROSSTABS], Multivariate analysis of variance [MANOVAS] and analysis of variance [ANOVAS]:

a) relationship between the major samples: teachers-in training, teachers in the field and teachers on long term disability benefits.

b) relationship within each major sample: results from student teachers at the three Alberta universities; results from the three geographical districts; results from LTD teachers with different health conditions.

c) relationship between personal stress, job-related stress, career satisfaction and personal control.

d) differences in needs based on demographics (age, gender, teaching experience, grade level).

e) differences in needs based on level of stress, satisfaction with teaching as a career and perceived control in one's life.

These comparisons followed a similar pattern based on level of significance: an initial multivariate analysis of variance (MANOVA) followed by an analysis of variance (ANOVA) and a post hoc test when appropriate.

5. Factor Analysis:

The Association for Advanced Training in the Behavioural Sciences (1992) defines a factor analysis as "a statistical procedure used to determine how many factors are needed to account for the intercorrelations among a set of tests. The output of a factor analysis is a factor matrix, which lists the correlations between the variables as the factors [factor loadings]" (p. 68).

Since each category of needs was compared to a specific referent, it was not possible to do a complete factor analysis of all needs across categories. However, factor analyses were done on each category of needs. The "degree" scale was a Likert scale, and therefore, it was possible to do both a factor analysis on each category of needs and a complete factor analysis on all needs considered together.

A more detailed report on the data analyses and interpretation of results is found within articles 3 to 5.

Limitations of the Study

It seems impossible to control all people, places and things in order to obtain optimal conditions for any study. There are limitations within this study that may govern the degree of generalizability afforded the results. In each case, the reasons for the action taken appeared justified and/or unavoidable and sincere efforts were made to minimize the effect through various methods of triangulation of data.

The author of this study chose to use a pre-determined list of needs rather than ask individuals to state their needs. Although the latter approach allows a free response, it often gives dubious results lacking clear distinction between 'want' and 'need' while the former approach provides a "tighter control of the needs to be assessed and allows for greater efficiency in data processing" (Cook, 1989, p. 462). This decision may result in important needs being missed. This concern was compensated for to some degree by leaving a space for "other" needs and further comments at the end of each section. It was hoped that this would allow the respondent to correct any deficiency he/she may perceive in this approach.

In choosing the sample of teachers actively pursuing a teaching career, geographical (north, central, south) and divisional distribution (elementary, junior high and high school) seemed to be the most important considerations. These criteria do not allow for the usual stratified, representative sampling across the entire teacher population. The demographics on the respondents did yield a representative sampling when compared to the Alberta teacher population in general. It is left to the reader to determine whether this method truly represents the teaching population, and therefore, possesses the desired credibility and generalizability.

Administrators and non-teaching staff were not included in this study although a few teacher/administrators chose to respond. It was felt that the inclusion of administrators may present other biases and issues that are not teacher issues, and therefore, it may prove difficult to respond as a teacher without being somewhat influenced by the dual role as administrator. The needs of the non-teaching staff were viewed as quite different from the needs of the teacher and, therefore, were not dealt with in this study.

With any survey questionnaire, there are many questions about the respondents and the non-respondents. Respondents may or may not be biased and the biases may be towards either end of a particular spectrum. Those who do not respond may possess important information that will not be obtained in any other fashion. Anonymity and confidentiality would not allow for follow-up on this subject.

A representative sampling of teachers-in-training with practicum experience from all provincial Universities and educational departments was not feasible. Therefore, a convenience sample of B. Ed. students with practicum experience from educational psychology, mostly from the University of Alberta, was used. Although the sample appeared to be demographically representative of the student population in general and the results appeared to be compatible with other American studies, the generalizability of the results may be questioned.

An overall response rate of 37% for the teachers on long term disability benefits may not be considered to contain sufficient power to allow generalizability to the entire population. However, the results would indicate that the respondents were demographically characteristic of the teacher population in general and the LTD population in particular.

With an overall response rate of 30.6% from the active teachers, there may need to be some caution taken when generalizing results to the entire population. Once again, the respondents did appear to be demographically characteristic to the Alberta teacher population.

Ethical Issues

This study and the questionnaire itself were submitted to, and approved by, the ethics committee at the three provincial Universities and the administrative staff of two school districts selected for participation. The LTD teachers were notified in writing to request their participation in the needs assessment project. To ensure anonymity of the participants, all identifying information that could link an individual to this project was removed. Lists of LTD participants and all data were kept in a secured location at all times.

This research project was assumed to be of minimal psychological or physical risk. All individuals associated with the study signed an "oath of confidentiality".

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Teacher Needs Reviewed

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Running head: TEACHER NEEDS

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Teacher Needs Reviewed

The demands of teaching in the 1990's require teachers to assume the position of *in loco parentis*, social worker, mentor, counsellor, referee, diagnostician, community leader and many other roles for which they may be variably prepared. Not surprisingly perhaps, teaching has come to be perceived as one of the least satisfying and most highly stress-related professions (Kyriacou, 1989). This manifests itself in early withdrawal from the profession and in health disabling conditions. Fewer than 50% of teachers-in-training enter and remain in the school system for longer than 3 years (Williams, 1981). Over 500 teachers in the province of Alberta in Western Canada are presently on long term disability benefits for physical and emotional conditions; others are considered 'at risk' for similar disabilities (Jevne and Zingle, 1990). The emotional and financial cost of having professional educators physically or psychologically disabled is extremely high and increasing each year. The suffering accompanying a disability extends beyond the individual to his/her family, school system and society at large. If the situation is allowed to continue unchecked, the result will be a serious decline in the performance and health of the teacher and a lower quality of education for the student (ATA study, 1991).

This research would appear to indicate that the needs of teachers are not being met. To do so, an understanding of the needs throughout the teaching career is important. Three sources inform us of these crucial needs: previous studies, a recently developed framework referred to as empowerment and an understanding of the developmental phases of career. Therefore, this article will highlight the most recent studies on teacher needs, discuss empowerment and developmental issues and finally, present for consideration a paradigm shift from a stress-coping approach to an empowerment model in dealing with the personal well-being and professional satisfaction of the educator.

Previous Studies: Needs of the Educator

What have previous studies of educators proposed as needs? In the past six years (1986-1991), there have been numerous Canadian studies on teacher stress (Enns, 1988; Friesen, 1989; Friesen, 1990; ATA study, 1991), teacher health (Long, Schultz, Kendall and Hunt, 1986; Blair, Smith, Collingwood, Reynolds, Prentice and Sterling, 1986) and the teacher on long term disability benefits (Jevne and Zingle, 1990) emphasizing the professional needs of the educator. In the United States, various national commissions (National Commission on Excellence in Education, 1983) and educational forums and task forces (Carnegie Forum on Education and the Economy, Task Force on Teaching as a Profession, 1986; Peters, 1990) as well as numerous papers presented at national educational meetings (Martin, 1990; McElrath, 1988; Melenyzer, 1990; Sidani-Tabbaa and Davis, 1991) report on the needs of the teacher and on the paradigm shift in education from a hierarchical "top down" approach to one of a "decentralized" team concept.

Within these research findings, agreement seems to exist on the concerns within the educational setting and the 'unmet' needs of the teacher. Recommendations from these studies can be presented within 'need' categories as indicated below:

Professional training needs:

1) Consider the adoption of pre-professional screening [e.g. personality and attitude criteria as well as intellectual ability] and career exploration [guided reflection on the appropriateness of teaching as a career]. For many educators, there has been a lingering doubt regarding their choice of teaching as a career (McElrath, 1988; Jevne and Zingle, 1990; Peters, 1990; ATA study, 1991);
2) Integrate into the teacher training curriculum an opportunity to assess stress sensitivity, to develop appropriate stress inoculation/management and personal hardiness for survival and satisfaction as a teacher. Prior to entering the classroom, teachers have little understanding of the demands of classroom teaching; consequently, many younger teachers experience role overload and task-based

stress early in their career (Long, Schultz, Kendall and Hunt, 1986; Jevne and Zingle, 1990; ATA study, 1991);

3) Initiate/reinstate an internship/mentoring or equivalent program for beginning teachers during their first year of teaching (McElrath, 1988; Jevne and Zingle, 1990; Peters, 1990; ATA study, 1991).

Professional needs:

1) Create new ways to enhance social support on the job, particularly among teachers themselves (Long, Schultz, Kendall and Hunt, 1986; Enns, 1988; Friesen, 1989; Jevne and Zingle, 1990);
2) Establish preventative employee wellness/employee assistance programs and develop workshops on teacher-wellness as well as on teacher-stress and burnout in each school district to assist the teacher presently 'at risk' for a health disabling condition (Friesen, 1989; Jevne and Zingle, 1990; ATA study, 1991);
3) Work towards a more positive public image of the teaching profession within the community (Long, Schultz, Kendall and Hunt, 1986; Friesen, 1989; Jevne and Zingle, 1990);
4) Recognize the need for skills training in the following areas: classroom management; time management; decision-making; problem-solving and mainstreaming (Long, Schultz, Kendall and Hunt, 1986; Enns, 1988; Friesen, 1989; Jevne and Zingle, 1990; ATA study, 1991);
5) Inject new life into teaching through job challenge and employment alternatives [e.g. job sharing, part-time, deferred salary, sabbaticals, secondments, transfers and study leaves] (Friesen, 1989; Jevne and Zingle, 1990);
6) Establish early retirement programs for teachers experiencing stress (ATA study, 1991);

7) Allocate time during regular work hours for professional development and peer consultation (ATA study, 1991);

8) Identify a non-evaluative resource available to teachers and/or administrators who are concerned about their own health and well-being, or that of a colleague (Jevne and Zingle, 1990).

9) Clarify the teachers' benefits package, particularly the misunderstandings that appear to exist around the two year limit on disability benefits (Jevne and Zingle, 1990).

10) Allow for reflection time for planning and sharing among teachers and stakeholders (Sidani-Tabbaa and Davis, 1991).

School environment needs:

1) Give the individual teacher control over the classroom (Enns, 1988; Maeroff, 1988);

2) Involve the classroom teacher in decision-making re: teaching materials and resources (Enns, 1988);

3) Reduce the demands put on the classroom teacher by curriculum development and student evaluation programs (ATA study, 1991).

Administrative needs:

1) Encourage more participation in decision-making at the local level (Long, Schultz, Kendall and Hunt, 1986; Enns, 1988). One suggestion is the establishment of a board-staff advisory committee (with representation from the classroom teacher) to deal with budgetary and policy matters (Enns, 1988);

2) Revise, at the board and administrative level, those policies and practices which create barriers to empowerment (McElrath, 1988);

3) Create an atmosphere of openness and mutual trust between administration and teachers (Long, Schultz, Kendall and Hunt, 1986; Enns, 1988; Jevne and Zingle, 1990).

4) Develop a handbook to assist administrators in dealing with the many aspects of the LTD experience (Jevne and Zingle, 1990);

5) Establish an annual administrative workshop specific to LTD related topics and related skills (Jevne and Zingle, 1990).

Health and lifestyle needs:

1) Establish a health promotion program to improve physical fitness and health behaviours (Long, Schultz, Kendall and Hunt, 1986; Blair, Smith, Collingwood, Reynolds, Prentice and Sterling, 1986).

Needs of teachers on long term disability:

1) Enhance re-entry counselling for teachers presently on LTD for stress-related reasons (Jevne and Zingle, 1990; ATA study, 1991);

2) Provide staged re-entry into the workforce for teachers on leave for stress-related reasons (Jevne and Zingle, 1990; ATA study, 1991);

3) Provide an active rehabilitation program [including treatment at a pain clinic, where applicable] for all teachers on long term disability benefits (Jevne and Zingle, 1990).

Although numerous studies have produced recommendations which indirectly imply personal needs on the part of the professional, the personal needs of educators have clearly been secondary, if not neglected by researchers. Part of the problem may be due to an overemphasis on environmental and situational teacher stress and burnout without concurrent consideration of other empowerment issues -- personal, social and political -- that tend to effect an individual's sense of power and control (Hiebert and Farber, 1984).

There are difficulties in assuming that these studies capture the full range of needs. For example, numerous studies on stress and teaching begin with the assumption that teaching is stressful (Blase, 1986; Bradley, 1985; Fimian, 1987; Enns, 1988). When asked if teaching is usually or always stressful, 63% of teachers responded in the affirmative; this may seem significant, and perhaps is, until the results are compared with similar results from other professions: 81% of executives, 65% of physicians and 62% of secretaries also responded that their profession is usually or always stressful (Albert and Levine, 1988).

Hiebert (1985), Anderson and Zingle (1987) question the significance of teacher stress in the '90s with the following observations:

1) the teacher stress studies are primarily anecdotal, opinion-based, narrow in scope with little empirical evidence to support the claims;
2) if stress, as defined in these studies, is truly a response to an external stimuli, to something "out there", why are all teachers not affected equally?

Anderson and Zingle (1987) explain the problem as something "in us", namely, our belief system, that creates our behavioural and relational problems. Friesen's studies on why teachers leave the profession (Friesen, 1990) and on stress and burnout in teachers (Friesen, 1989) tend to concur with these findings. He states that the main causes of 'teacher stress' and dissatisfaction are not totally school-related but often reflect personal stressors from self and events, situations and people outside the school boundaries. If this is true, they contend, all the efforts to change the situation "out there" (e.g. reduce class size, hire more teachers) or to teach more skills (e.g. relaxation techniques, stress-management) without changing things "within" the teacher (e.g. irrational belief system), would be for nought as a lasting solution. This perspective may be viewed as "blaming the victim" for the etiology and would appear to contradict the recent document released by Health and Welfare Canada (1988) that defines health as "something which is experienced not only individually, but collectively . . . an understanding of health that dwells less on people's traits as individuals and more on the nature of their interaction with the environment" (Mental Health for Canadians, 1988, p. 4) and the consensus among researchers that recognizes that "the idea that personality flaws are at the bottom of stress-related illness has simply not been proven (Berkeley Wellness Letter, University of California, 1990, p. 4).

Through all this debate, one critical question remains unanswered: if teaching is not stressful, or any more stressful than other professions, why are so many Alberta educators on long term disability benefits for psychological and/or stress-related disorders? Despite very complex understandings of stress, the implicit answer of stress studies is stress prevention and reduction (Capel, 1989). Other research literature would suggest that the apparent "assault of self" experienced by so many teachers (Jevne and Zingle, 1990) may require a shift from a purely stress management model to an empowerment approach (Maeroff, 1988; Peters, 1990).

Empowerment

Empowerment, a term more familiar to health psychologists, social workers and mental health specialists than to educators, has been defined as the process by which one develops the ability and capacity to bring about changes that will lead to more control over one's life (Lord and Farlow, 1990). It emphasizes first and foremost the uniqueness and individuality of the person, and then the professional, social and political context within which the individual operates and draws meaning (McWhirter, 1991). Empowerment cannot be measured directly (Rappaport, 1987); for the purpose of this article, it is implied within the relationship between the 'perceived' and 'unmet' personal and professional needs of the teacher.

No one is empowered alone; no one is fully empowered by the actions of others (Chesler and Chesney, 1988). Empowerment, the journey of the person-professional towards self-actualization, can best be presented on a continuum:

.......x..........>.............x...............>...............x.............>..............x.........

self-empowerment	personal empowerment	professional empowerment	collective empowerment

This linear approach implies progression, not completion, from self-empowerment through to collective empowerment (Gadacz, 1990; Labonte, 1990). It recognizes the influences of personal aspirations, group influences and authority figures to enhance (empower) or to retard (disempower) the attainment of this overriding goal (Sassoon, 1988).

Self-empowerment:

In this study, self-empowerment is defined as a sense of personal power and control coming from deep within the person. Through this self-empowerment, the individual strives to become an active agent of his/her own growth and development and not a passive robot tossed hither and thither by outside forces (Mahoney and Thoresen, 1979). The strong, innate desire within each one of us to know one's self and to discover one's identity, talents and capacities becomes the challenge and the goal. The answer to the question: "Who am I?" gradually becomes clearer.

The question remains: why do so few humans appear to realize this potent sense of self? Why do so many appear to fail in the search for innate abilities, skills and capacities that are uniquely one's own? Why is self-knowledge, normal internal development and self-empowerment often arrested? Sassoon (1988) would contend that our efforts are often defeated by self-doubt, unjustified fears, lack of clear goals and initiatives and ignorance leading to personal discouragement. When self-needs are not realized and accepted, the result often appears in the form of frustration, stress, depression, psychosomatic disorders or other pathologies.

Therefore, it would seem important that teacher training programs continue the personal as well as the professional development of the teacher. This could be done effectively through a *required* segment of the training that contained experiential as well as theoretical information on personal issues such as adult, moral and career development, self-concept, self-esteem, perceptions, values, beliefs and the like. In stressing the importance of developing the teacher's inner powers, the University educators would be recognizing the need to be physically and emotionally as well as professionally prepared for the role of educator.

Personal empowerment:

Personal empowerment represents the living out or *outward expression* of self-empowerment. Whereas, in self-empowerment, the emphasis is on the inward journey to knowledge, meaning and integration, in personal empowerment the focus is on the action -- taking risks, making decisions and maintaining control -- that flows from a strong sense of self-efficacy and acceptance. In order for personal empowerment to develop and grow, a favourable social environment which allows the individual to proceed towards personal well-being and self-actualization is required.

The social environment of the teacher plays an important part in his/her sense of personal well-being. The psychological effects of married/single life, parental concerns, financial stability, pollution, global unrest, the realities of war, famine and the like often dispose the individual to feel some degree of disempowerment over persons and situations. The degree of disempowerment due to these situational factors may be proportional to the initial level of self-empowerment and locus of control (Esteve, 1989).

Professional empowerment:

It is only after experiencing a certain level of self-empowerment and personal empowerment, the sense that one is in control of one's own personal destiny, that a person can move on to the *relational* or *interactional* dimension of empowerment, namely, professional and collective empowerment (Gadacz, 1990). Professional empowerment has been defined as "working in an environment in which the person acts and feels like a professional and is treated as a professional", (Maeroff, 1988b, p. 53). In Brandt's interview with Ann Lieberman (1988), Lieberman describes professional empowerment as meaningful participation in group decisions. In this proposed study, professional empowerment is operationally defined as the enhancement of self and personal empowerment through meaningful work that provides a strong sense of professional confidence/competence, autonomy and the knowledge that 'I am valued', and that 'I can make a difference'.

Collective empowerment:

Empowerment literature would suggest that teachers need to work together in this quest for personal and professional empowerment. In the future, it may be desirable for small groups of professionals to band together, support one another and refuse to internalize the negative stereotypes associated with the profession. Peer support groups are potentially empowering because they promote disclosure and normalize people's experience of powerlessness, promote access to information and practical resources, contribute to the welfare of others and mobilize the group members towards change (Chesler and Chesney, 1988; Labonte, 1990). In this way, teachers may not only gain a sense of themselves as a group but also begin to empower one another by helping to solve problems that cannot be solved in isolation.

Given the suggested progression from self to collective empowerment, it may be assumed that empowerment is a developmental process. Perceived needs today may change tomorrow through interactions and growth. Therefore, to accurately understand needs and empowerment, an understanding of the development of the teacher is necessary.

The Developing Teacher

> *Before you can teach well, you must be a self-sustaining individual with your own alert life, quite independent of the classroom. I am convinced that creative teachers are creative because they have kept in touch with their own hidden sources of emotional energy.. . . You must continue to discover and refine your own talent.* **(Fish, 1989, p. 8).**

In this brief sketch of the developing teacher -- the teacher-in-training, the teacher in different phases in his/her career and the teacher on long-term disability benefits -- those areas that appear to, or fail to, address empowerment issues or the sense of personal well-being and professional satisfaction within the teacher, are emphasized. It is hoped that this overemphasis on what seems to be missing will not detract from the conscious efforts presently being made by various individuals and segments of the educational system.

The teacher-in-training/beginning teacher:

A review of the recent education journals for articles referring to teachers-in-training and beginning teachers, revealed a number of references to the ***teacher as person:*** the recognition of the need to *value* the teacher (Cecil, 1990); to develop the student teacher's *self-esteem* (Crawford, 1990); to support and nurture the first year teacher both personally and professionally (Cole and McNay, 1989 a] and b]); to promote *induction programs* that provide supportive modelling and mentoring (Cole and McNay, 1988) and to encourage *self-awareness, self-assessment* and *reflection* in the neophyte teacher (Ross, 1988). This focus on the teacher as person is very encouraging at a time when a new emphasis on the empowerment and renewal of the teacher is seen as the key to school improvement (Bolin and Falk, 1987; Maeroff, 1988a). However, further examination tends to indicate that this "enlightenment" may be more *lip service* than *active pursuit.* As pointed out by Cole and McNay (1989 b]), no one has accepted the responsibility for the challenge of recognizing the teacher as a person. Teachers' federations are concerned mainly with certification, professional status and remuneration; school boards and trustees are heavily involved in funding, accountability and public image; educational faculties have historically shyed away from the responsibility of nourishing the teacher as a knowing, thinking, acting and striving individual and continue to focus on skill development, theory into practice, instructional methods and professional growth (Fish, 1989). Even those faculties of education that recognize the need to develop the teacher's uniqueness as well as knowledge and skills in all areas, continue to restructure their training programs with traditional emphasis on core courses (foundations, psychology and administration), methodology and special focus courses (Crawford, 1990). Perhaps a *core* course/experience that recognizes and deals specifically with self-awareness issues and the teacher as a person would provide the solution.

In summary, the renewal of the teacher as *person* seems to be a necessary, somewhat neglected, part of most teacher training programs (Bolin and Falk, 1987). Techniques, methods, lesson plans and teacher-proof procedures do not equip the educators of today to cope with the unique and unpredictable experiences of the classroom in which they are ultimately involved as people. Those responsible for teacher training in the field are encouraged to reflect on the following questions:

a) what role do personal development issues play in the life of the new teacher? How can these be addressed adequately within a teacher training program?

b) What process seems most effective in the transition from student to professional in the educational setting?

c) what changes within the system(s) itself would foster empowerment?

The teacher in different phases of his/her career:

The consensus on adult development in general and career development in particular provides interesting statistics: the notion of one life-one career is quickly disappearing (Sarason, 1977); the average job lasts only 3.6 years (Bolles, 1989); the individual entering today's work place will have 5 or more occupations in a lifetime (Bolles, 1989); 20% of the population changes jobs every year (Martel, 1986); 80% of workers may be misemployed due to unsuitability of personalities, interests, values, abilities or skills (Crystal and Bolles, 1974). Many career changes occur during mid-life, a period of adjustment and transition in which most individuals re-evaluate all aspects of their lives from career to marriage (Levinson, 1978; Gould, 1979; Sheehy, 1976). Sommers and Eck (1977) noted that 37.5

% of men change career between the ages of 30 and 39 while 57.1% change careers between the ages of 40 and 60 years of age. It would be unrealistic to assume that teachers are immune from these same dilemmas and transitions.

The stages of growth in the career of the teacher are linked to normal adult development and teaching experience (Katz, 1972): survival; consolidation (look for gains made and tasks/skills still to be mastered); renewal (need for new ideas and stimulation) and maturity. Similarly, Newman (1980) and Miller, Taylor and Walker (1982) found that teachers had similar transition stages to the general population described by Levinson (1978) and Sheehy (1976). In addition, they found that the most stressful transition period was after 20 years in the classroom when the mid-lifer re-evaluates his/her entire lifestyle including personal/professional goals. More recently, Williams (1981) expanded the above developmental pattern of teaching careers to include the tasks involved at the various stages:

1) Survival (year 1): surviving the realities of teaching; managing a classroom; doing "teacher" things;
2) Consolidation (years 2-3): mastering skills; gaining confidence;
3) Expansion (years 4-10): professional growth and learning; more realistic notion of how to integrate personal ideas with system;
4) Disillusionment (years 10+): question purpose and sense of direction; beginning to feel "less";
5) Holding pattern: (years 15+): because of 4), some teachers begin to do just what is required and no more; they begin putting in time until retirement; may want to leave teaching but the prospects are too scary; or lifelong learning: cyclical pattern -- plateaus, growth and disillusionment; integration of idealism and reality.

What is this saying about teacher empowerment? Today's challenge to the *person* and the *system* centers on an awareness of male and female adult development as well as the corresponding stages of professional growth and on the adequate response to the personal as well as the professional needs of the educator at different phases of his/her career. This approach would increase the probability that the issue of personal and professional empowerment can be addressed effectively.

How well are educators doing this? To look at this issue, two main avenues by which the teacher in the field is encouraged to develop and grow, namely, educational publications and professional development opportunities, were considered. To determine the main focus of today's educational writings, the leading educational publications for the past three years (1989-91) both internationally and nationally were reviewed. The articles in the American, Canadian, British and Australian journals of education for these years focussed on the following topics (in descending order of preference): curriculum, administration or classroom management, skills development and specialization training. Book reviews in these publications tended to focus on the same topics with the additional reference made to educational foundations. The wide range of Canadian publications, touted as the professional answer to educational needs, written *by* and *for* the practicing educator, did not fare much better. Although there was a renewed emphasis on the pre-service teacher, training and induction programs, the individuality and uniqueness of the teacher as a person did not appear to be recognized.

Professional development activities for teachers also seem to neglect the issues of personal and professional empowerment. There seems to be a working assumption that these needs will be met through some other forum. Using the 1991 North Central Teachers' Convention (one of the largest teachers' conventions in Alberta with 5,000-6,000 teachers participating) as an example, most sessions were student-oriented, curriculum-based and/or administrative in nature. Over 100 lectures/workshops were available and only 10% of these reflected the personal needs of the teacher. Even in these sessions, personal needs were pursued to improve professional ability (e.g. maximizing potential or developing personal reflection in order to reach professional goals). Less than 5% of all sessions dealt with the teacher as person.

Teacher on Long Term Disability Benefits:

Nowhere is the need for personal empowerment more evident than in the plight of the disabled individual. Research literature and practical experience would indicate that "we" (system, supervisor, peers, family, and individual) act as if recovery from an illness was an individual responsibility performed in a vacuum (Marinelli and Dell Otto, 1991). Consequently, the teacher with a health disabling condition often experiences a strong sense of isolation, unconnectedness and lack of support from administration, peers, family and friends. Part of the answer may lie in the assessment of the perceived personal and long term disability needs as well as a better understanding of how these needs may be met within a supportive recovery process.

Summary

An awareness and acknowledgement of the needs of the teacher as person coupled with the conceptual understanding of empowerment beginning with the self, have implications for training, practice and research. It would appear that more and more teachers are looking within and without for some signs of caring and concern for them as persons as well as professionals. Pragmatically, they hope for change not only in the professional training of teachers but also in the professional development, school environment and administrative/public support. From a developmental perspective, these personal and professional needs may change over time; the needs of the beginning teacher may not be the needs of the experienced teacher. Some needs may be important but met adequately at this time; other needs may remain both important and unmet. More detailed information in this area would be critical in the initial planning of responsive interventions. Responsibility and opportunity for action lies within each one of us in our role as academic, educator, politician, administrator, parent, peer, family member and friend. Further research to suggest the needs to be targeted and the nature of the appropriate intervention seems warranted. A study on the prioritization and degree of fulfillment of important needs across developmental phases of the teacher is needed.

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Teacher Empowerment:

A Philosophical Framework

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Running head: TEACHER EMPOWERMENT

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Teacher Empowerment: A Philosophical Framework

In the last two decades, numerous changes have been proposed within the field of education. One such change calls for a paradigm shift from a predominantly hierarchical "top down" approach to one of a decentralized "team approach" in which shared authority and responsibility are not only encouraged but desired. Shifts normally occur when the application of the existing paradigm fails to solve the problems of those for whom it is designed (Kuhn, 1970). This article attempts to address the historical context of this proposed change or paradigm shift as well as present a new understanding to the concept of teacher empowerment which is implicit in this emerging paradigm.

In the 1970's and early 80's, widespread dissatisfaction with the American school and teacher was fueled by an underlying assumption that the teacher was the "weak link" in the school system (National Commission, 1983; Carnegie Forum, 1986; Melenyzer, 1990; Martin, 1990). Solutions called for more accountability, evaluation and standards in the attainment of excellence in the educational setting. Not surprising, therefore, the teacher is mentioned only peripherally in school reform and is often seen as a passive recipient of initiatives rather than as a change agent with vested interests (Maeroff, 1988a)b)). Most reform efforts ignored the fact that teaching and learning was done by individuals with unique experiences, values, beliefs and needs (Weissglass, 1990). By the mid 1980's, the gap between the administrator and teacher had widened considerably and had become viewed as counterproductive in a global society (Martin, 1990). In retrospect, adherence to this hierarchical paradigm will likely stand as a classic example of disempowerment of the teacher.

The shift began the late 1980's and into the 90's with a revised recognition of the role of the teacher in educational reform. Change is now seen as somewhat dependent on the teacher as the one who may "make the difference" if a difference is to be made (Stimson and Applebaum, 1988). This shift implies the need to empower the teacher.

Reviewing the recent literature on teacher empowerment, one notes a phlethora of terms to describe what remains vague in definition. What is needed is an operational structure by which to view this concept in today's educational setting. The following is offered as an integration of the recent research literature which presently addresses this, enhanced by excerpts from the verbal/written comments on teacher empowerment from surveyed teachers across the province (Ryan, 1992).

Maeroff (1988a, 1988b) and Peters (1990) outline three guiding principles that constitute the essential basic structure for enhancing and strengthening empowerment in the teacher. They identify these as status/professionalism, knowledge and access to decision-making.

Insert Figure 1 here

Status/Professionalism: Teachers are motivated by two basic needs: extrinsic and intrinsic rewards (Peters, 1990). Extrinsic rewards, associated with safety and security needs, take precedence initially and temporarily over the intrinsic needs of respect, recognition and sense of belonging (Maslow, 1954). As one teacher commented:

> In the early years of teaching, money and benefits are most important because you are just getting started on your own, perhaps for the first time and you have school loans to pay back. Once this has been done and a pattern of success in teaching has been established, these things are not so important.

As professionals, teachers also feel a need for adequate support staff (e.g. teacher aids, secretarial help) and material resources (books, audiovisual aids) to meet the tasks of classroom teaching (Melenyzer, 1990; Peters, 1990).

Knowledge: Proficiency in one's craft gives confidence. However, the "lived experiences" of the Alberta teacher as described by Jevne and Zingle (1990) and the additional comments from the recent needs assessment (Ryan, 1992), tell of numerous situations that invite lack of confidence and disillusionment:

> There may be security of position in the system but there is little security for subjects taught. Without proper preparation, it is not uncommon to find that one has a new grade or subject to teach.

Success breeds success and a sense of empowerment; a lack of appropriate teacher training (preservice), up-to-date expertise and professional development (inservice) as well as human/material resources, can further disempower the teacher.

Access to decision-making: The degree of external control imposed within the educational setting can be measured by the perceived access to decision-making experienced by the teacher. A shift in control (empowerment) appears critical [Maeroff, 1988 a)]. The preferred direction of change would include an awareness of the role of the teacher as equal partner in the daily operation of each local school. Based on the following comment (Ryan, 1992), change may need to begin first at the highest level in the educational setting in order for this to occur:

> It is hard to feel good about yourself and assume that you have a role to play when the Minister of Education gets up in front of the public and says that teachers in Alberta are incompetent.

Teacher empowerment, reflected by internal control within each local school, is seen as the vehicle which restores confidence in the educational system, reduces teacher isolation, increases responsibility and accountability and encourages collegiality (McElrath, 1988). This does not mean that the responsibility for school reform rests solely on the shoulders of the teacher. If school personnel are to control their own destiny, local administrators would do well to recognize each teacher's potential worth and contribution and be willing/able to give to the teacher the freedom to "make it happen" through shared power and involvement in decision-making (Martin, 1990; Huddleston, Claspell and Killon, 1991). This is possible only when administrators themselves feel secure in their own level of empowerment (Maeroff, 1988 a)b); Peters, 1990).

Based on the work of Maeroff [1988 a)b)], Peters (1990) and recent studies (Jevne and Zingle, 1990; Ryan, 1992), this article will expand further on the three basic components cited above and present a more detailed conceptual framework within which to understand teacher empowerment.

Teacher Empowerment through Status/Professionalism

No one questions the need for status and professionalism. As stated earlier, extrinsic and intrinsic rewards are the basic requirements of any profession; these rewards are enhanced through resources such as the teachers' union, clerical/support staff and material resources.

Insert Figure 2 here

The mechanism for the pursuit of status (teachers' union) has the potential to interfere with its acquisition. In all likelihood, without a common voice, the teacher would not enjoy many of the extrinsic rewards presently associated with the profession. However, teachers do not often speak about securing teacher empowerment through collective bargaining or binding contracts but through collegiality and environmental realities that support their needs (Melenyzer, 1990). A reactive focus could be viewed as a disempowerment process within the teacher ranks with the teachers' union becoming another barrier rather than an important resource:

> The [teachers' organization] becomes its own worse enemy . . .
> it needs to take a more proactive stance with regards to the

> retention of incompetent teachers. Too often, the "union" aspects override the "professional". This is disheartening to competent teachers who see incompetent teachers maintain their jobs, giving a negative image to everyone in the profession.

Therefore, the present challenge is to work towards "collective empowerment". The partnership of union, school administration and the community can no longer be driven by a defensive and reactive stance on behalf of anyone; empowerment suggests more emphasis on the personal well-being and professional satisfaction of the teacher not only through compensation and resources but also through working conditions that portray respect and recognition.

In the recent Canadian studies in teacher health and teacher stress (Long, Schultz, Kendall and Hunt, 1986; Enns, 1988; Friesen, 1989; Friesen, 1990; ATA study, 1991), working conditions are seen as a major influence on the intrinsic rewards of autonomy, respect, responsibility and recognition. Teacher empowerment implies not only a recognition of existing competencies but also the opportunity for their expression (Rappaport , 1981). However, as pointed out by Boyer (1988), day to day conditions in the schools leave many teachers with more responsibility and less empowerment:

> I feel that I have complete control in the class. At the same time, I feel that the administration takes away that control and autonomy by intervening in what goes on and in what I do.

Unquestionably, administrative support plays an important role in teacher empowerment:

> . . . the teacher needs administrative support in the form of encouragement, awareness of what I am doing, just "being there" to facilitate and support when needed.

In addition, a positive public image, respect and recognition, appears to be eroding:

> The community no longer respects the teaching profession as it once did. This is occurring at the same time that teaching is getting tougher each year.

The professional needs of the teacher, cited here as intrinsic rewards, extrinsic rewards and human/material resources, are the more recognizable signs of status and those which are most often considered the initial steps to teacher empowerment. Once this basic level of security and ego strength has been achieved, the emphasis often changes to knowledge and competency.

Teacher Empowerment through Knowledge

Teacher empowerment is enhanced when the opportunity for knowledge acquisition is addressed at both a pre-service and in-service level.

Insert Figure 3 here

As indicated in the recent Canadian and American studies (Long, Schultz, Kendall and Hunt, 1986; McElrath, 1988; Stimson and Applebaum, 1988; Cole and McNay, 1989 a)b); Crawford, 1990; Peters, 1990; Jevne and Zingle, 1990 and ATA study, 1991), the elimination of the deficits in pre-service training rests with the faculties of education. A focus on teacher empowerment and the needs of the student teacher calls for pre-professional screening and career exploration prior to admission to the educational program, a *core* component in each program which emphasizes self-awareness, self-assessment, adult/career development, self-esteem and reflective practice; a mentoring or internship program for beginning teachers and administrative training in teacher empowerment. In this way, the universities will recognize the teacher's need to be physically and emotionally as well as professionally prepared for the role as an educator.

The need for change in the pre-service training was uppermost in the comments from the teachers-in-training who responded to the needs assessment survey (Ryan, 1992):

> I find it strange that so much emphasis is placed on building self-esteem in the student while little emphasis is placed on the corresponding self-esteem of the teacher.
>
> I received no training in personal development needs. I learned them on my own through trial and error.
>
> I believe that if I had had a series of psychological tests done on me, I would have moved into a different career.

Recent Canadian and American studies (Long, Schultz, Kendall and Hunt, 1986; Enns, 1988; McElrath, 1988; Friesen, 1989; Jevne and Zingle, 1990; Peters, 1990; ATA Study, 1991) also address the issue of inservicing for the classroom teacher. They stress the need for additional educational opportunities and career ladder programs within the present structure; the provision of scholarships, sabbaticals, paid/unpaid leaves and secondments to assist in further education; adequate time for teacher interaction and collaboration in curriculum planning, peer observation/coaching; adequate resources and support staff to meet the needs of the classroom teacher and opportunities to build collegial networks with teachers, administrators, parents and community leaders. According to the Alberta teachers surveyed (Ryan, 1992), these opportunities are the the exception rather than the rule:

> Opportunities to teach with peers and to share classroom assignments is lacking; to work with someone else and share the load rather than operating solely in isolation with only "my" kids would be ideal.

> Lack of teacher professional development, compared to other professions, is abysmal. Teachers rank bottom last for development . . . teachers are expected to pay for courses/in-service themselves and attend after school/weekend.

Some of the responsibility for in-servicing, competence and educational opportunities clearly lies with the individual teacher:

> One needs to be truly capable and willing and able to keep current . . . also to take initiative to seek more satisfying and suitable career opportunities as one matures.

To date, the focus on knowledge acquisition emphasizes subject content rather than reflective practice. Keeping a daily journal on events and ideas/observations, reviewing the happenings of the day, is an essential part of formative evaluation and professional accountability. This was unquestionably a recognized need for the Alberta teachers surveyed (Ryan, 1992):

> There is not enough time to do long range, unit and daily planning, to keep up with curriculum changes and deal properly with behavioural problems as it is. There is no time for reflection, evaluation and personal development.

> Most teachers are so programmed into day-to-day operation of the classroom and too tired by Friday to deal with or even care about anything else.

With the experience of feeling and being treated as a professional, teachers continually look for ways to expand their horizons and become more involved in the actual operation of the school. Their teaching experiences, involvement with students and parents and developing desire to give back to the system, brings them face to face with administrative styles and procedures.

Empowerment through Access to Decision-Making

The present system is seen as not only disempowering the teacher but also disempowering the entire educational system. A proliferation of recent literature on teacher empowerment focuses on participatory management (Enns, 1988; Maeroff, 1988; Peters, 1990; Frase and Sorenson, 1992) Recent Canadian studies call for more participation by classroom teachers at the local school level, the establishment of board-staff committees and the development of an atmosphere of openness and mutual trust between teachers and administrators (Long, Schultz, Kendall and Hunt, 1986; Enns, 1988; Jevne and Zingle, 1990; ATA study, 1991).

Insert Figure 4 here

As shown in Figure 4, access to decision-making, a measure of increased empowerment, includes two tasks, namely, external and internal control. For example, the Department of Education and local school boards tend to established policies that directly affect classroom teachers without effective teacher consultation or preparation. In the needs assessment survey (Ryan, 1992), this apparent lack of understanding of classroom management and collegial decision-making was most evident in two areas, namely, curriculum planning and integration. With regards to curriculum planning, the teachers explained:

> Alberta Ed present mandatory new programs and starting dates without resources and final curriculum. Directives need to include texts and all materials needed before introduction into the schools.
>
> Alberta Ed has been taking a "reactive" role to public pressure for change. I think that a "scattergun" approach has resulted with serious impact on the classroom.

In the area of classroom integration, teachers responded to imposed expectations re:

> I don't think it is fair to put "special needs" students into a classroom and not inform the teacher about the child's needs This creates many problems that could have been avoided.
>
> Integration of "special needs" children into regular classes is inappropriate when the regular classroom teacher has not had special ed training.

Operating from a paradigm congruent with empowerment, politicians and senior educators would be advised to abandon the "top down" approach to administration and move to a system that recognizes and respects teachers as equal partners and encourages involvement in all aspects of school involvement: hiring/mentoring of new staff, curriculum development, assessment of student achievement and school policy-making/budgeting (McElrath, 1988; Peters, 1990; Martin, 1990; Melenyzer, 1990; Sidani-Tabbaa and Davis, 1991).

Much of the recent empowerment literature would place self-empowerment as a precursor to shared governance and collegiality (Labonte, 1990; Gadacz, 1990). Maturing as a person as well as a professional is an important aspect of decision-making and local control. As Jones (1991) comments:

> Before you can start on the road to professional empowerment, you must undertake a difficult, somewhat painful search for a small voice deep within you -- a small empowering voice that has the potential to guide you towards life's goals which fit who you really are. (p. 91)

Without this sense of personal well-being and professional satisfaction, the individual teacher will find it difficult to enter into an effective collegial setting wrought with potential personal differences, adversity and compromise.

This review and expansion on the concept of teacher empowerment merely scratches the theoretical surface and warrants further empirical study. A needs assessment is recommended to prioritize the personal as well as professional needs that are important in ensuring the further empowerment of the educator. The second equally important step would be to determine to what degree these needs are being met presently in the life of the teacher. For this study, the difference between 'perceived needs' and 'met needs' would represent the level of empowerment for the educator. From this information, future programs and interventions could be structured to respond to these unanswered needs and to assist teachers to maximize their personal and professional potential more easily.

Conclusion

It would appear that teachers share similar challenges as they strive for personal well-being and professional satisfaction. The present focus on teacher empowerment appears to be one approach with merit in the struggle for educational reform. The collegial movement towards professional status, competence and knowledge as well as access to decision-making for all, would do well to model the interdependent nature of our society. A focus on extrinsic needs, adequate professional and developmental programs and decentralized decision-making practices will go far to influence the professional empowerment of teachers; a corresponding focus on intrinsic needs will play an equally important part in the enhancement of personal empowerment.

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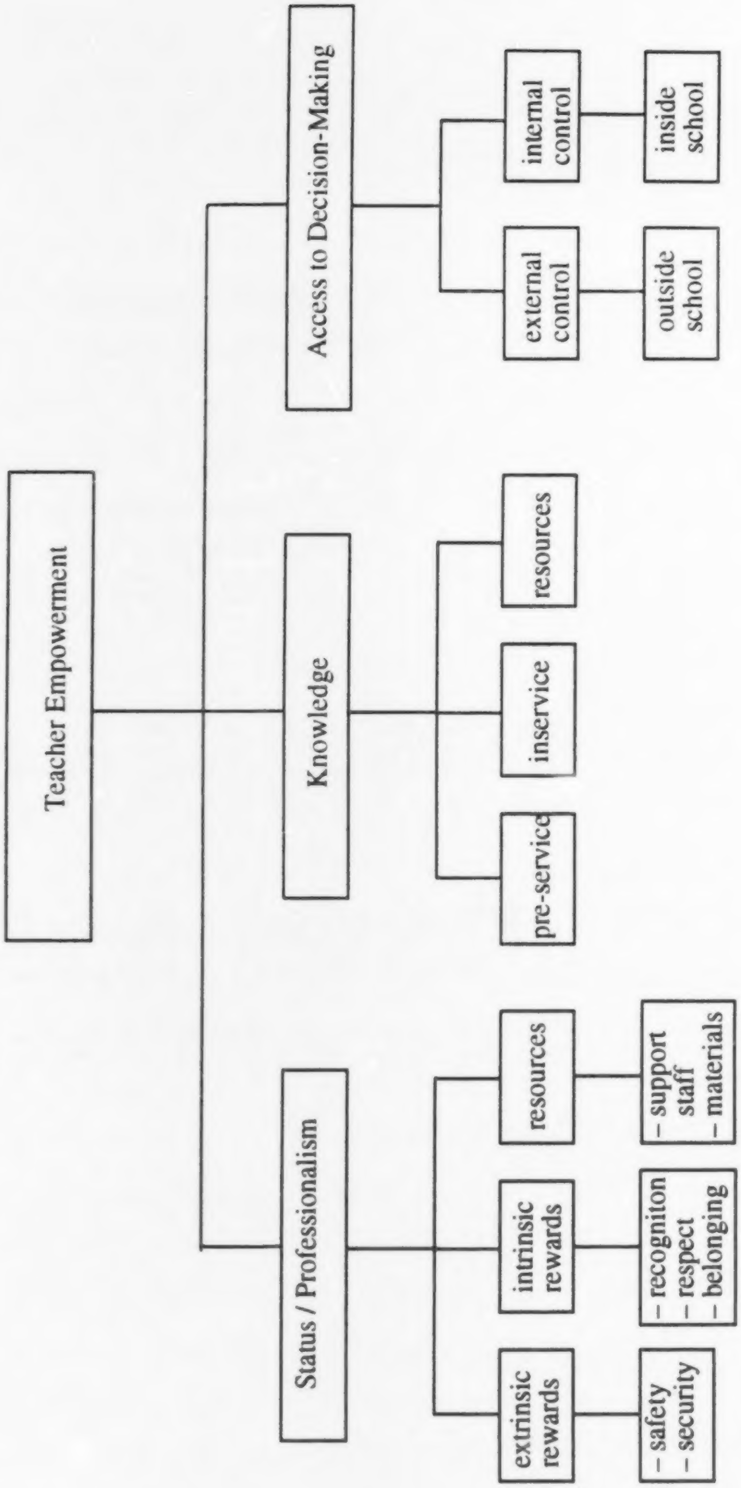


Figure 1: Components of Teacher Empowerment

Figure 2: Teacher Empowerment through Status / Professionalism

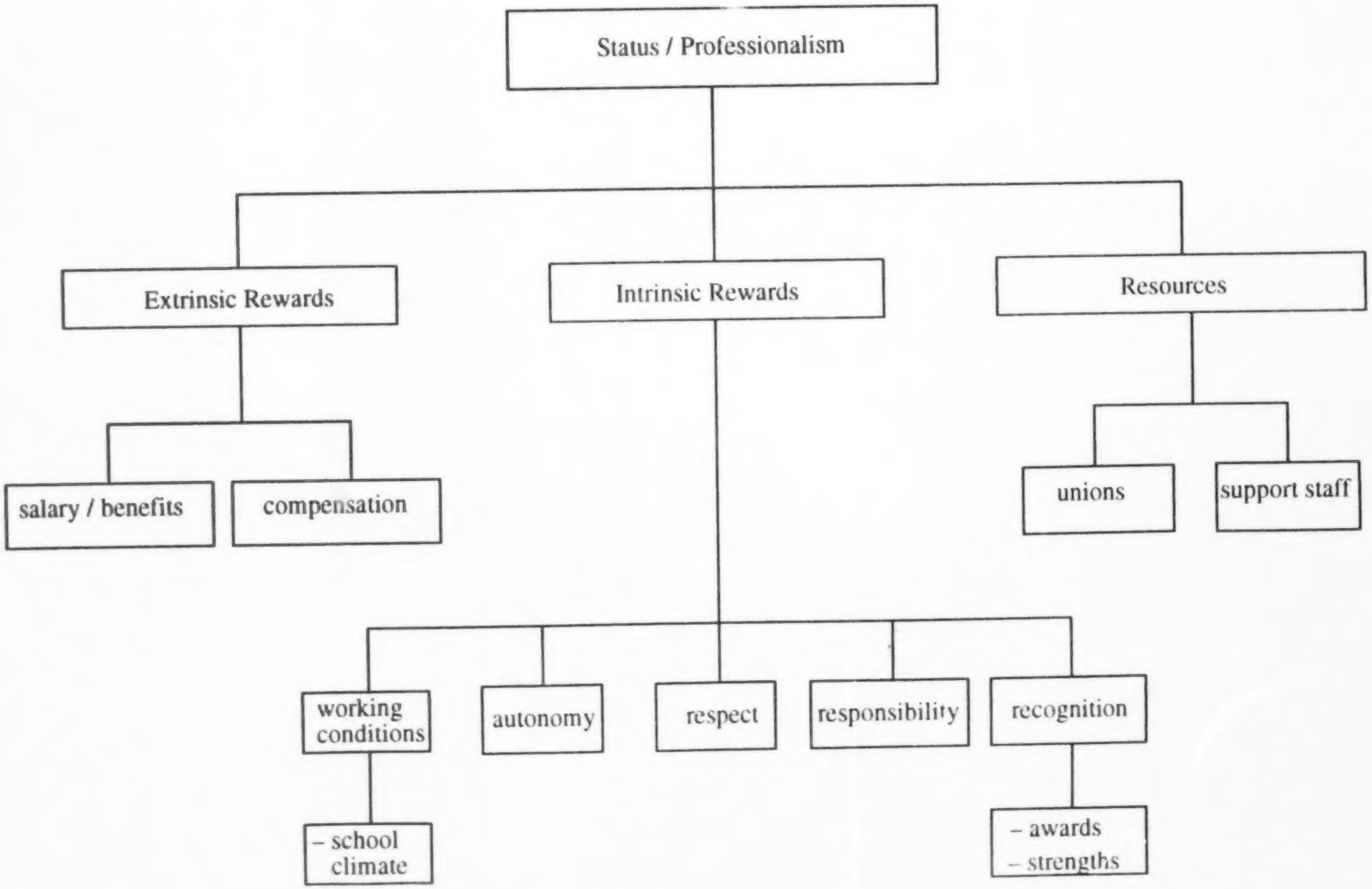


Figure 3: Teacher Empowerment through Knowledge

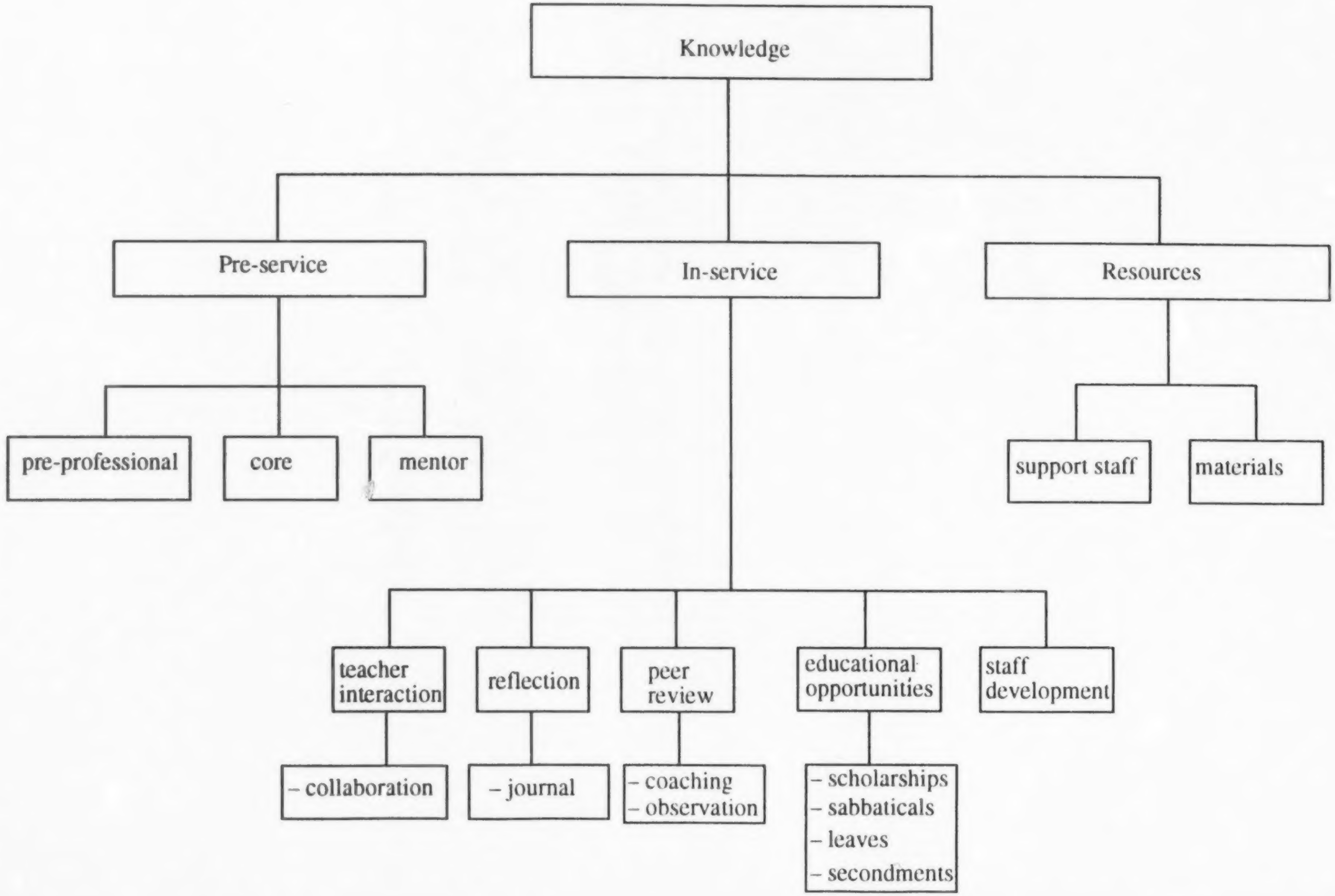
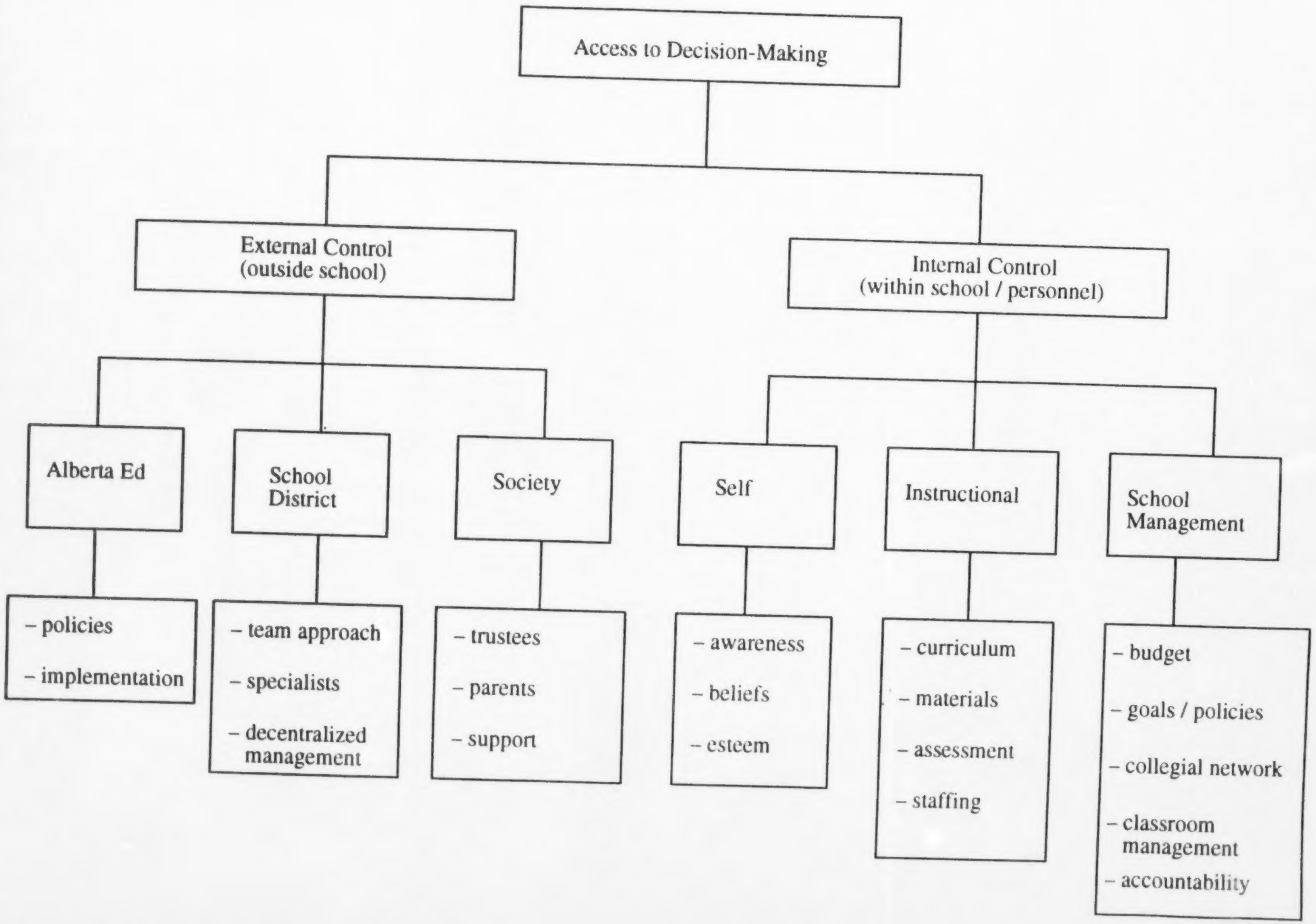


Figure 4: Teacher Empowerment through Access to Decision-Making



The Needs of the Beginning Teacher

Dorothy M. Ryan and Ronna F. J. Jevne
University of Alberta

Running head: STUDENT TEACHER NEEDS

Note: The author would like to thank the research and professional organizations that sponsored this research: The Social Sciences and Humanities Research Council of Canada, the Alberta School Employee Benefit Plan, the University of Alberta and the Alberta Advisory Committee for Educational Studies.

The Needs of the Teacher-in-Training

Numerous authors raise the question of whether teacher training programs prepare individuals for the realities of teaching (Dunbar, 1981). Several sources of deficiency are cited as contributing to the problem. Using a sort of 'sink or swim' approach to the profession, the first year of teaching is considered the most difficult year of an educator's career; all too often, the novice teacher lacks the skills fundamental to teaching and this contributes to the inability to meet the demands of the profession (Laman and Reeves, 1983; Fullan, 1982). Unlike many other professions that require at least a 12-month internship, education expects the first year teacher to assume full professional responsibility from the day he/she steps into the classroom for the first time (Goodman, 1987). Until this gap between *what is* and *what is needed* to have more power and control over one's life is bridged, one out of every four students who complete a teacher training program may never begin teaching or, if he/she does, fail to last more than 5 years (Peters, 1990). The question then arises: what is missing in the teacher training? Better still, what could be included to enhance the experience and increase personal confidence? What are the important needs for personal well-being and professional satisfaction that remain 'unmet' for the student and the novice teacher?

Research tells us that perceived self-efficacy (self-empowerment) is a central motivating factor in a student teacher's feelings of preparedness and ability to teach (Housego, 1990). Empowerment cannot be measured directly but it can be implied within the relationship between the 'perceived' and 'unmet' personal and professional needs of the teacher; therefore, a needs assessment of student teacher needs would be one possible way of addressing these questions. This article presents the results of such a survey into the needs of the teacher (including the student teacher), compares these results with the current literature on the subject and, finally makes concrete suggestions for improvement in the future.

Method

Subjects:

One-hundred and thirty-seven fourth year B. Ed. students from three Universities with student teaching experience composed the sample. This represents a 45% response rate. An analysis of variance (ANOVA) showed no significant differences in the priority of needs between the three University groups and, therefore, the respondents were treated as one sample. The responses from the student teacher group were compared with similar responses from two other teacher groups: classroom teachers from three geographical areas (n=481) and teachers on long term disability benefits (n=207).

Survey Instrument:

A survey questionnaire was developed, piloted and revised accordingly. The questionnaire contained a pre-set list of 118 personal and professional teacher needs divided into 10 major categories [professional training needs (7), personal needs (14), professional needs (13), school environment needs (10), administrative needs (10), career enrichment needs (10), personal development needs (14), professional development needs (11), health and life style needs (10) and long term disability needs (19)]. The list of needs was gleamed from recent research studies (Long, Schultz, Kendall and Hunt, 1986; Ross, 1988; McElrath, 1988; Cole and McNay, 1989 a)b)); Cecil, 1990; Peters, 1990; Jevne and Zingle, 1990 and ATA study, 1991) and personal interviews with student teachers, master teachers and key informants in the educational system. Subsequently, it was validated and revised in an extensive pilot study by student teachers (19), teachers on long term disability (8), and classroom teachers (23). A detailed critique of the questionnaire itself (introductory letter, wording, instructions to participants, sequence, layout and choice of referents) was performed by a group of 7 educational and research design experts. The rate of return, the reliability and validity of responses, fewer procedural errors and general acceptance of the questionnaire were likely enhanced by these procedures.

Procedure:

The questionnaires were distributed in person and the purpose of the questionnaire as well as the guarantees regarding anonymity and confidentiality were explained to the students by the researcher. A stamped business reply envelope was also distributed for the individual's use. In the detailed instructions, each subject was asked to:

a) rank each need as to its *importance* to the teaching profession (using magnitude estimation and an arbitrary referent) and the *degree* to which you believe that need had been *met* in the teaching profession (using a 5-point Likert scale);

b) prioritize the *criteria* for participation in an intervention and the appropriate *methods* for intervening to meet these important needs in the future.

The data were then analyzed using the Statistical Package for Social Sciences (SPSS).

Results and Discussion

Demographics

Approximately 80% of the respondents were female, 20% male; the majority were single (80%) while far fewer were married (18%) and divorced (2%). Average age was 22 years old: 73% were between 20-24 years, 15% between 25-29 years and 12% over 30 years of age. Based on University of Alberta statistics (1991), this sample appears to be representative of the general B. Ed. University student.

Needs

Personal and teacher training needs give a strong indication of the critical issues for the student teacher; therefore, they are dealt with in some detail. The professional and school-related needs provide an understanding of what student teachers perceive as important needs for classroom teachers, based primarily on their experiences and observations during *practicum* in the schools; these needs are discussed briefly and primarily for comparative purposes. The needs will then be discussed in light of the current literature on teacher training.

All teachers, including student teachers, ranked personal needs, (personal, development and health and lifestyle needs) the highest; within each category, the needs themselves were perceived as being minimally met -- no category was considered adequately or extremely well met. Not surprising, for the teacher-in-training, professional training needs were rated highest after personal needs while school-related needs took precedence for the classroom teacher.

Insert Table 1 here

Personal needs:

Although all groups rated personal needs the highest, the mean scores for student teachers was significantly higher than for the other teacher groups. Research indicates that teachers-in-training are more committed/involved in integrating their personal world into the collective world of the school and in so doing, are filled with overwhelming feelings of uncertainty, tension, fear and anxiety (Fullan, 1982; Goodman, 1987; Janssens, 1987). For many, teaching has become synonymous with 'who they are', not just with 'what they can do'.

Insert Table 2 here

A factor analysis revealed four distinct clusters of needs that account for almost 65% of the variation among respondents and represent different aspects of personal empowerment such as personal power, adequacy, control and relational issues.

Insert Table 3 here

Professional training needs

All three groups (student teachers, classroom teachers and teachers on long term disability benefits [LTD]) prioritized the professional training needs similarly; however, there was a significant difference in the mean scores assigned, with the teacher-in-training rating most needs higher.

Insert Table 4 here

Successful student teaching experiences is the most important need; it is being adequately met at the present time (3.75 out of 5). Cognitively based preservice education is no substitute for on-the-job learning (Olson and Osbourne, 1991); therefore, there is a sense of urgency for a practical exposure to the classroom early in the program, particularly on the part of the student teacher. It has been further suggested that if this need could be addressed successfully, the inevitable disorientation between personal idealism and practical realities might be reduced and a more successful transition into the profession would follow (Olson and Osbourne, 1991).

An internship and mentoring system were also seen as important needs. This was a concern not just for the teacher-in-training but also for the classroom and LTD teacher. If 25% of the teachers trained never teach and an additional 25% withdraw from the teaching profession within 5 years, there appears to be a problem within the teacher training program itself (Peters, 1990). Collaboration between the teacher training personnel, school district, principal and beginning teacher is essential. Weekly seminars, peer observation, personal contact, emotional support and curriculum planning are ways this could be accomplished.

The remaining teacher training needs (enhancement of personal hardiness, pre-professional screening, career exploration and assessment of personal stress tolerance) were given less importance. Opportunities to enhance personal hardiness was considered relatively important to the student teacher but not to the classroom or LTD teacher. With regards to selection criteria, the findings of the study agree with the literature. Selection of teacher candidates has never been a major concern of the teaching profession; current practice suggests that selection into B. Ed. programs is through self-selection (Applegate, 1987). Academic achievement has been the most widely used criterion; other criteria include written letters of recommendations, writing samples, speech tests and rarely, a psychological assessment (Laman and Reeves, 1983). More recently, there has been a recommendation to consider making pre-professional screening a part of the selection process (McElrath, 1988; Jevne and Zingle, 1990; ATA study, 1991). Esteve (1989) suggests the establishment of admission procedures, based more on personality that on intellectual qualifications. However, potential ethical and legal issues regarding the validity and reliability of a number of measurement scales may keep this potential solution from becoming a reality. Perhaps part of the answer would come from a volunteer program that allowed the student teachers to participate in a confidential and non-evaluative assessment profile, more for their own information than for the scrutiny of the education faculty. There still may be a place for career guidance and counselling within the present system. How this can be done remains the challenge of the educational system.

School-related needs:

A series of analyses of variance (ANOVA) were done to compare the mean scores of needs based on experience and gender. The level of significance was set at 0.05. There were significant differences between the student/novice teachers and the more experienced teachers with regards to professional and school-related needs.

Insert Table 5 here

Student teachers needs, not unlike the needs of the novice teacher, reflect a preoccupation with self and survival (professional competence, security of teaching position, administrative support, training for the job and respect as a person/professional), and boundary tasks (classroom management, discipline, motivation and communication).

Female student teachers consistently ranked most needs the same as their male counterparts but assigned significantly higher mean scores to many of the personal, professional and school-related needs.

Insert Table 6 here

In interpreting these results, however, a caution needs to be used: the sample is small and the ratio of female to male is 4:1. Nevertheless, these results do represent a trend and are comparable to similar results found with classroom teachers in other studies (Long, Schultz, Kendall and Hunt, 1986; Byrne, 1991). Although these results may be statistically significant, it is not possible to say if they are significant in the "lived experience" of the student teacher. Research and experience would indicate that females are more willing to express needs and feelings than are most males. The confidentiality and anonymity of the study did not permit follow-up member checks to denote the true meaning of these results.

Conclusion

The needs assessment established the priority of the perceived personal and professional needs of the student teacher and confirmed many of the proposed changes to the teacher training program presented in the recent literature. The personal needs of the teacher-in-training, addressing issues of identity, feelings of inadequacy, power and control, are paramount issues as a new career is launched. The importance of a successful student teaching experience and the need for an internship and/or mentoring system should not be underestimated. Teacher training programs would do well to consider options of addressing these issues in a concrete way.

Gender differences suggest that the needs of the beginning female teacher may be somewhat different from that of her male counterpart. This warrants further exploration. Issues related to pre-screening and internship also require further consideration in teacher training.

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Table 1: Mean scores of categories of needs (n = 137)

Category	Mean (assigned value)	Mean (Degree met)
Personal needs	80	3.3
Personal development needs	75	3.3
Health and lifestyle needs	73	3.6
Professional training needs	71	3.4
School environment needs	65	3.2
Professional development needs	65	3.2
Career enrichment needs	61	3.2
Administrative needs	51	2.9
Professional needs (**referent*)	50	3.1

Note: Mean scores reported above are based on the following scales:

Assigned value:	magnitude estimation scale 1 to 100.	
Degree met:	a 5-point Likert scale:	1 - not at all met
		2 - seldom met
		3 - minimally met
		4 - adequately met
		5 - extremely well met

Table 2: **Mean scores of personal, developmental and health/lifestyle needs** (n=137)

Category/Need	Mean (assigned value)	Mean (Degree met)
Personal needs		
Sense of self-worth/self-esteem	90	3.6
Ability to accept self as person	82	3.7
Sense of being in control	78	3.3
Sense of balance in life	77	3.3
Respect from others	73	3.5
Ability to say no	72	2.9
Ability to accept change	71	3.6
Personal Development Needs		
Effective communication skills	86	3.4
Look at strengths/weaknesses	73	3.6
Conflict resolution	70	3.0
Decision-making	72	3.3
Health and Lifestyle Needs		
Appropriate workload	83	2.7
Appropriate medication	78	3.8
Regular medical check-up	74	3.3

Note: Mean scores reported above are based on the following scales:

Assigned value: magnitude estimation scale 1 to 100.

Degree met: a 5-point Likert scale:
1 - not at all met
2 - seldom met
3 - minimally met
4 - adequately met
5 - extremely well met

Table 3: Factor Analysis of Personal Needs

% of variance		Theme
36.9%	**Factor 1:**	**Personal Power Issues**
		Ability to live with uncertainty
		Ability to live with limitations
		Ability to accept self as a person
		Ability to accept change
		Understanding my own upbringing
10.2%	**Factor 2:**	**Adequacy Issues**
		Approval of others
		Ability to say *no*
		Ability to communication with children
9.4%	**Factor 3:**	**Control Issues**
		Sense of balance in life
		Sense of self-worth/self-esteem
		Sense of being in control
7.9%	**Factor 4**	**Relational Issues**
		Approval of others
		Respect from others
		Ability to say *no*

Table 4: **Rating of Professional Training Needs: Student Teacher (ST), Classroom Teacher (CT) and LTD Teacher (LT)**

Need	Mean (ST)	Mean (CT)	Mean (LT)	_F_-ratio	Significance
Student teaching experience	82	74	70	7.16	<0.01
Internship/mentoring	77	72	69	2.93	0.05
Early classroom exposure	77	70	68	5.26	<0.01
Enhance personal hardiness	60	55	51	6.12	<0.01
Pre-professional screening	50	52	50	NS	
Career exploration	50	50	50	NS	
Assess stress tolerance	50	47	48	NS	

Table 5: **Mean scores of professional, school-related and developmental needs for student teacher (ST), classroom teacher (CT) and the LTD teacher (LT)**

Category/Need	Mean (ST)	Mean (CT)	Mean (LT)	F-ratio	Significance
Job challenge	67	61	57	6.56	<0.01
Professional development	77	68	65	8.20	<0.01
Input into curriculum	67	57	59	4.67	<0.01
Student/teacher ratio	69	77	71	5.83	<0.01
Working conditions	73	64	61	8.43	<0.01
Access to resources	72	62	62	8.88	<0.01
Respect as person/professional	84	79	76	3.81	0.02
Positive feedback	82	76	74	3.99	0.02

Scale: Assigned value: ranging from 1 - 100.

Table 6: Personal and professional needs based on gender

Needs	Female (n = 109)	Male (n = 28)	F - ratio	Significance
Personal needs				
Communication with children	92	82	5.12	0.03
Sense of self-worth	92	84	3.72	0.05
Accept self as person	83	71	7.81	0.01
Living with limitations	65	52	6.69	0.01
Living with uncertainty	60	46	6.12	0.01
Professional needs				
Peer/self-help groups	67	55	5.26	0.02
Someone to talk to	78	64	6.12	0.01
In-service:mandated programs	78	65	5.12	0.03
School environment needs				
Control over classroom	76	64	4.41	0.04
Training for duties	85	74	4.73	0.03
Assist. discipline problems	73	59	5.50	0.02
Access to resources	75	62	5.77	0.02
Training for integration	85	63	20.94	>0.01
Respect as person/teacher	86	75	6.10	0.02
Participate in decisions	73	63	3.98	0.05
Communicate with principal	83	71	6.28	0.01
Positive feedback	84	73	5.43	0.02

Teacher Needs across the Career Span

Dorothy M. Ryan and Ronna F. J. Jevne
University of Alberta

Running head: TEACHER NEEDS

Note: The author would like to thank the research and professional organizations that sponsored this research: The Social Sciences and Humanities Research Council of Canada, the Alberta School Employee Benefit Plan, the University of Alberta and the Alberta Advisory Committee for Educational Studies.

Teacher Needs across the Career Span

Teaching has come to be perceived as one of the least satisfying and most highly stress-related professions (Kyriacou, 1989). This manifests itself in early withdrawal from the profession and in health disabling conditions. One out of every four students that completes a teacher training program never begins a teaching career and another 1 in 4 leaves teaching within the first five years (Peters, 1990). Over 500 teachers in the province of Alberta in Western Canada are presently on long term disability for physical and emotional conditions; others are considered 'at risk' for similar disabilities (Jevne and Zingle, 1990). If the situation is allowed to continue unchecked, the result will be a serious decline in the performance and health of the teacher and a lower quality of education for the student (ATA study, 1991).

Somehow, the needs of teachers are not being met. To do so, an understanding of the needs throughout career is important. The growth in the career of the teacher appears to parallel Erickson's and Levinson's theory of adult development (Katz, 1972; Williams, 1986; Galvez-Hjornevik,1987). Present understandings suggest that the new teacher seems more influenced by boundary and survival issues (physical environment, classroom management, student discipline and resources) while the experienced teacher, having dealt with boundary and survival issues more or less successfully, is more concerned with core instructional tasks that directly intervene in students' lives (Burden, 1990; Rozenholtz and Simpson,1990). The literature also indicates that teaching becomes most stressful after 18-20 years in the classroom, at the time of mid-life, when the teacher is re-evaluating his/her life decisions and personal/professional goals (Newman, 1980; Miller, Taylor and Walker, 1982; Jevne and Zingle, 1990). In summary, researchers tend to believe that the personal and professional needs of teachers vary at different points in their career, that this variation parallels the normal development of the adult and that this relationship between adult and career development is the starting point for the enhancement of personal and professional empowerment.

Empowerment, a term more familiar to health psychologists, social workers and mental health specialists than to educators, has been defined as the process by which one develops the ability and capacity to bring about changes that will lead to more control over one's life (Lord and Farlow, 1990). It emphasizes first and foremost the uniqueness and individuality of the person, and then the professional, social and political context within which the individual operates and draws meaning (McWhirter, 1991). Empowerment cannot be measured directly (Rappaport, 1987); for the purpose of this article, it is implied within the relationship between the 'perceived' and 'unmet' personal and professional needs of the teacher.

From this theoretical framework, a needs assessment into teacher needs across the career span was performed to respond to the questions: what are the specific needs of the teacher and how well are they being met presently; do teacher needs change over time due to normal adult development and what is the potential for intervention to meet these 'unmet' needs?

Method

Subjects

A cluster or area sampling based on geographical distribution (north, central and south) and divisional distribution (elementary, junior high and high school) was considered appropriate for examining teacher needs. Of the 1,570 questionnaires distributed, 481 were returned. This is a 30.6% rate of response.

The sample was representative of the population surveyed. The demographics indicate that relative to gender, age, marital status and professional qualifications, the sample does not differ appreciably from the average Alberta educator (statistics from the Alberta Teachers' Association). Fifty-eight per cent of the respondents were female, 42%

male; age range was 20-24 (4%), 25-29 (11%), 30-36 (17%), 37-45 (34%), 46-55 (29%), 56-60 (3%) and over 60 (1%); the majority was married while far fewer were single, divorced, separated or widowed; average years of experience was 14 and 77% held a B. Ed. degree. There was approximately equal distribution across grade level and geographical location.

Survey Instrument

A survey questionnaire was developed, piloted and revised accordingly. The questionnaire contained a pre-set list of 118 personal and professional teacher needs divided into 10 major categories [professional training needs (7), personal needs (14), professional needs (13), school environment needs (10), administrative needs (10), career enrichment needs (10), personal development needs (14), professional development needs (11), health and life style needs (10) and long term disability needs (19)]. The list of needs was gleamed from recent research studies (Long, Schultz, Kendall and Hunt, 1986; Ross, 1988; McElrath, 1988; Cole and McNay, 1989; Cecil, 1990; Peters, 1990; Jevne and Zingle, 1990 and ATA study, 1991) and personal interviews with key informants, focus groups and participants in teacher professional development days. Subsequently, it was validated and revised in an extensive pilot study by student teachers (19), teachers on long term disability (8), and classroom teachers (23). A detailed critique of the questionnaire itself (introductory letter, wording, instructions to participants, sequence, layout and choice of referents) was performed by a group of 7 educational and research design experts. The rate of return, the reliability and validity of responses, fewer procedural errors and general acceptance of the questionnaire were likely enhanced by these procedures.

Procedure

The questionnaires, and the letter of introduction explaining the purpose of the questionnaires, were distributed to each individual in the sample by the principal with the consent of the district office. A stamped business reply envelope was also included to ensure anonymity and confidentiality. In the detailed instructions, each respondent was asked to:

a) complete the demographic section of the questionnaire;

b) rank each need as to its *importance* in the teaching profession (using magnitude estimation and an arbitrary referent) and the *degree* to which the need had been *met* in your own teaching career (using a 5-point Likert scale);

c) prioritize the *criteria* for participation in an intervention and the appropriate *methods* for intervening to meet these important needs in the future.

The data were then analyzed using the Statistical Package for Social Sciences (SPSS).

Results and Discussion

Demographics

The data from this study revealed no relationship between career satisfaction, stress and perceived control, and gender, geographical location and years of experience. Using CROSSTABS, there did appear to be a significant chi-square when examining the relationship between career satisfaction and grade level, and personal stress and age: more teachers than expected in elementary and fewer teachers in junior high were satisfied with teaching as a career; personal stress appears to be higher than expected for teachers over 55 years of age. These results tend to agree with a recent study done on classroom teachers (Byrne, 1991) which found that age and grade level taught were salient demographic variables of teacher stress.

Relationship between stress, satisfaction with teaching as a career and perceived control in one's personal life

Thirty-eight percent of educators in this study found teaching *very* or *extremely* stressful; at the same time, over 80% of respondents were *fairly* or *very* satisfied with teaching as a career. These results are consistent with the results from similar studies done on classroom teachers (Albert and Levine, 1988; Jevne and Zingle 1990). There was no relationship between the level of personal stress and the level of satisfaction with teaching as a career. The majority of teachers remained quite satisfied with teaching as a career regardless of the level of personal stress in their lives. However, using CROSSTABS, there did appear to be a significant chi-square when examining the relationship between job-related stress and career satisfaction: more teachers than expected with high job-related stress were dissatisfied with teaching as a career, and correspondingly, fewer teachers than expected with high job-related stress were satisfied with teaching as a career. In addition, there was a significant relationship noted between personal and job-related stress: more teachers than expected with low job-related stress experienced corresponding low personal stress and vice versa.

Twenty-nine percent of the teachers surveyed reported that their personal lives had been *considerably*, *very* or *extremely* stressful during the previous two years. On average, 60% of the respondents also reported that they felt *very* or *extremely* "in control" in their personal lives. Using CROSSTABS, there was a significant chi-square when examining the relationship between stress and job satisfaction with the perception of being "in control" in one's personal life: more teachers than expected with low personal or job-related stress experienced an accompanying high level of control; more teachers than expected that felt satisfied with teaching as a career experienced more control in their personal lives. From these findings, one can hypothesize that the sense of being in control as well as the level of personal and professional stress has a direct relationship with the feeling of satisfaction with teaching as a career, the exact nature of that relationship still unknown.

Using CROSSTABS, there was a significant chi-square when examining the relationship between personal and job-related stress, career satisfaction and the perception of personal control, and the mean scores assigned to needs. The relationship followed a predictable pattern. Teachers who experienced a great deal of job-related stress gave significantly higher mean scores for needs related to school and developmental issues; teachers with high personal stress gave significantly higher mean scores to needs related to personal growth and development. The level of perceived control did not appear to significantly influence responses to needs except with regard to control issues such as balance in life, acceptance of self and psychological counselling. Teachers who were dissatisfied with teaching as a career gave significantly higher values to issues of self-esteem, respect of the person and career transition issues.

Needs

Priority Needs

For the purpose of this paper only the first 4-5 needs in each needs category will be discussed in any detail. Personal, personal developmental and health and lifestyle needs ranked highest of all the needs categories; within each category of needs, the needs themselves were perceived as being minimally met -- no category was considered adequately or extremely well met. There did not appear to be any significant differences in the teacher needs based on north, south or central geographical location. With only 20% respondents from rural areas, it was not possible to determine whether the needs were different between urban and rural teachers.

Insert Table 1 here

Personal Needs:

Personal needs (sense of self-worth and self-acceptance, control and balance in one's life), health and lifestyle needs (appropriate workload, good nutrition and regular medical check-up) and personal development needs (communication, conflict resolution and decision-making) reflect self-awareness and interpersonal relationship issues that may or may not have been resolved in the personal life of the teacher.

Insert Table 2 here

Professional Needs:

Professional needs (teacher training, professional, school-related and development needs) operationally define the three guiding principals for enhancing and strengthening teacher empowerment, namely, status, knowledge and access to decision-making (Maeroff, 1988 a)b); Peters, 1990). The need for positive public image and feedback, respect and recognition as a person/professional, good working conditions, improved communication skills and administrative support reflect intrinsic rewards associated with *status;* preservice needs (positive *practicum* experience and mentoring system), professional competence, appropriate training/in-servicing for teaching duties, in-servicing and educational opportunities are components of *knowledge* while conflict resolution, decision-making and classroom management denote *participatory management.*

Insert Table 3 here

Developmental Needs

The most significant differences in perceived needs were based on gender, age and years of experience, and grade level taught. A series of analyses of variance (ANOVA) and post hoc tests were done to compare the mean scores of needs/degree needs met based on these demographic and developmental issues. The level of significance was set at 0.05. Female teachers consistently ranked most needs the same as their male counterparts but assigned significantly higher mean scores to most personal and professional needs

Insert Table 4 here

Although these results may be statistically significant, it is not possible to say if they are significant in the "lived experience" of the teacher. Research and experience would indicate that females are more willing to express needs and feelings than are most males. The confidentiality and anonymity of the study would not permit follow-up member checks to denote the true meaning of these results.

The traditional developmental pattern for adults and teaching career ((Levinson, 1978; Williams, 1986; Burden, 1990) are evident in the perceived needs across the life span. The assigned mean scores on school-related needs diminish significantly with age (particularly for those over 55) and years of experience (particularly for those with 16+ years of teaching experience); personal needs appear to remain high throughout adult and teaching career.

Insert Table 5 here

As stated in the research literature on beginning teachers (Burden, 1990; Rozenholtz and Simpson, 1990), boundary and survival tasks are emphasized, particularly in the first three years; this would include such things as resources, classroom management, support from administration and basic respect as a person and a professional. These are important to the experienced teachers as well but not as important as "core tasks" directly related to the student such as student-teacher ratio, training for integration, input into curriculum changes and participation in decision-making.

Insert Table 6 here

Other differences in school-related needs are based on grade or division in which teaching occurs. Elementary teachers consistently assigned a higher value on school environment needs than either the junior high or high school teachers. Kindergarten to grade 3 and then grade 4 to 6 teachers saw the greatest needs in the areas of classroom discipline, control/input into the implementation of curriculum changes, student-teacher ratio, safety and working conditions confidentiality and positive feedback. In comparison, the needs of the junior high and high school teachers do not seem as critical to their professional career.

Insert Table 7 here

Intervention Strategies

Having prioritized the needs and the level to which they are being met presently, interventions can now be proposed from a more informed position. The methods chosen to meet the personal and professional needs indicate a strong preference for the 'known' (one day workshop) and 'personal touch' (peer support group, individual counselling) in service delivery. Recent advances in computers and telecommunications (computer assisted programs, teleconferencing and distance education) are not highly endorsed. It is obvious that lectures at lunch time are not a high priority for the educator of today! With regards to criteria for participation, if the topic is interesting, the instructor has credibility, release time is available and the program is not too expensive personally, the teacher is more likely to attend.

Discussion

It was not possible to report all aspects of the study in this article. The results presented here do indicate some significant differences in personal and professional needs based on developmental issues (gender, age, years of experience and grade level taught). A follow-up study, preferably qualitative in nature, might pursue the issue of teacher needs based on developmental issues in more detail to discover if the needs do vary across the career span in keeping with the traditional adult development approach.

Although the geographical divisions did not appear to influence the prioritization of needs, further studies with other focii, such as the comparison of urban and rural schools, small and large districts, might prove worthwhile.

Perhaps the most revealing statistic was the revelation that personal needs far outrank professional needs in the lives of the teachers of today. If this is true, it would confirm the recent literature that emphasizes self and personal empowerment prior to professional empowerment (Labonte, 1990; Gadacz, 1990). It might also mean that we have somehow "missed the boat" in our initial preservice training and subsequent in-service professional development that does little to enhance the growth and development of the person of the teacher. This perhaps is the task of the 90s.

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Table 1: Mean scores of categories of needs (n = 481)

Category	Mean (assigned value)	Mean (Degree met)
Personal needs	70	3.5
Health and lifestyle needs	66	3.4
Personal development needs	64	3.2
School environment needs	63	3.2
Professional training needs	59	3.3
Professional development needs	59	3.4
Career enrichment needs	55	3.1
Professional needs (**referent*)	50	3.2
Administrative needs	48	3.2

Note: Mean scores reported above are based on the following scales:

Assigned value: magnitude estimation scale 1 to 100.

Degree met: a 5-point Likert scale:
1 - not at all met
2 - seldom met
3 - minimally met
4 - adequately met
5 - extremely well met

Table 2: **Mean scores of personal, developmental and health/lifestyle needs** (n=481)

Category/Need	Mean (assigned value)	Mean (Degree met)
Personal needs		
Sense of self-worth/self-esteem	83	3.4
Ability to accept self as person	72	3.7
Sense of being in control	72	3.4
Ability to accept change	69	3.6
Sense of balance in life	68	3.4
Personal Development Needs		
Effective communication skills	77	3.1
Conflict resolution	63	2.7
Decision-making	62	3.0
Health and Lifestyle Needs		
Appropriate workload	80	2.8
Refrain from smoking	72	4.1
Proper nutrition	70	3.7
Regular medical check-up	61	3.7

Note: Mean scores reported above are based on the following scales:
Assigned value: magnitude estimation scale 1 to 100.
Degree met: a 5-point Likert scale: 1 - not at all met
2 - seldom met
3 - minimally met
4 - adequately met
5 - extremely well met

Table 3: Mean scores of training, professional, school-related and developmental needs (n=481)

Category/Need	Mean (assigned value)	Mean (Degree met)
Professional needs		
Professional competence	83	3.9
In-service for mandated new programs	74	2.7
Positive public image of the educator	72	3.0
School-related needs:		
Support from administration	81	3.7
Honesty in communication	79	3.5
Basic respect as person/professional	79	3.8
Impact of student/teacher ratio	77	2.7
Training needs		
Successful student teaching experience	74	3.8
Internship/mentoring for new teachers	72	2.5
Early exposure to the classroom	70	3.2
Professional Development Needs		
Classroom management	76	3.3
Opportunity for change within teaching	75	3.1
Effective communication skills	77	3.1
Opportunity to consider career transition	69	2.7

Note: Mean scores reported above are based on the following scales:
Assigned value: magnitude estimation scale 1 to 100.
Degree met: a 5-point Likert scale: 1 - not at all met
2 - seldom met
3 - minimally met
4 - adequately met
5 - extremely well met

Table 4: Personal and professional needs based on gender

Needs	Female (n = 278)	Male (n = 203)	F - ratio	Significance
Personal needs				
Sense of self-worth	86	80	8.4	<0.01
Accept self as person	80	70	15.8	<0.01
Sense of balance in life	76	68	12.4	<0.01
Ability to ask for help	64	58	5.6	0.02
Professional needs				
Professional competence	86	79	9.3	<0.01
Professional development	72	64	9.0	<0.01
Someone to talk to	66	54	19.6	<0.01
Job challenge	64	57	7.8	<0.01
School environment needs				
Assist. discipline problems	72	65	6.4	0.01
Training for integration	68	60	8.7	<0.01
Good working conditions	67	60	7.3	<0.01
Administrative needs:				
Honesty in communication	83	75	11.5	<0.01
Respect as person/teacher	82	74	11.4	<0.01
Communicate with principal	79	74	4.1	0.04
Positive feedback	79	72	8.8	<0.01
Developmental needs:				
Classroom mgt	78	72	6.8	<0.01
Career burnout prevention	72	66	5.2	<0.01
Conflict resolution	66	58	10.0	<0.01
Decision-making	64	59	5.9	<0.01
Health/lifestyle needs:				
Appropriate workload	82	77	4.7	0.03
Proper nutrition	72	65	9.5	<0.01
Regular medical check-up	65	56	10.1	<0.01

Table 5: Personal and professional needs based on age (n=481)

Needs	Level 1 (20-29 yrs)	Level 2 (30-36 yrs)	Level 3 (37-45 yrs)	level 4 (46-55 yrs)	level 5 (56-65 years)	F - ratio	Significance
Personal Needs							
Sense of being in control	79	80	69	75	69	2.87	0.02
Professional Needs							
Professional competence	89	83	83	82	70	2.87	0.02
Professional resources	63	63	54	54	46	4.01	<0.01
Professional development	74	76	66	63	63	4.01	<0.01
School-related Needs							
Assist.with discipline	75	75	74	68	65	3.03	0.01
Communication with principal	83	79	78	74	61	2.97	0.03
Participation in decisions	73	74	71	65	65	2.62	<0.01
Developmental Needs							
Change within teaching	82	74	77	72	60	3.23	0.01
Conflict resolution	68	69	62	59	51	3.49	<0.01
Decision-making	69	65	62	58	55	2.46	0.05
Strengths/weaknesses	68	64	55	54	49	6.26	<0.01
Health and lifestyle Needs							
Refrain from smoking	76	78	70	66	81	3.08	0.02
Social activities	63	61	54	53	51	2.83	0.02

Table 6: Personal and professional needs based on years of experience (n=481)

Needs	Level 1 (0-3 yrs)	Level 2 (4-9 yrs)	Level 3 (10-15 yrs)	level 4 (16-20 yrs)	level 5 (21+ years)	F - ratio	Significance
Professional Needs							
Professional resources	66	61	59	53	51	4.40	<0.01
Impact of student/teacher ratio	73	78	85	75	72	4.60	<0.01
School-related Needs							
Assist.with discipline	76	72	71	63	68	2.52	0.04
Shared values with principal	63	71	70	65	61	2.97	0.02
Positive feedback	74	77	82	78	72	2.55	0.04
Look at strengths/weaknesses	67	60	61	57	52	4.44	<0.01
Developmental Needs							
Conflict resolution	71	64	66	66	55	4.89	<0.01
Decision-making	67	66	63	63	56	2.86	0.02
Stress inoculation/mgt	65	63	62	64	54	2.61	0.04
Classroom management	83	79	77	76	70	2.95	0.01
Motivation techniques	80	70	73	67	69	2.40	0.05

Table 7: Personal and professional needs based on grade level taught ($\underline{n}=481$)

Needs	**Level 1** (K-3)	**Level 2** (4-6)	**Level 3** (7-9)	**level 4** (10-12)	**F - ratio**	**Significance**
Training Needs						
Early exposure to classroom	77	71	64	69	4.83	<0.01
Professional Needs						
Someone to talk to	68	62	57	57	4.70	<0.01
School-related Needs						
Input into curriculum changes	61	64	55	58	2.62	0.05
Student/teacher ratio	82	76	73	75	3.01	0.03
Working conditions	69	64	65	58	3.25	0.02
Training for mainstreaming	72	68	61	61	3.81	0.01
Confidentiality	71	72	67	62	3.31	0.02

Needs of the Teacher with a Health Disabling Disorder

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University of Alberta

Running head: TEACHER NEEDS

Note: The author would like to thank the research and professional organizations that sponsored this research: The Social Sciences and Humanities Research Council of Canada, the Alberta School Employee Benefit Plan, the University of Alberta and the Alberta Advisory Committee for Educational Studies.

Needs of the Teacher with a Health Disabling Condition

Nowhere is the need for personal empowerment more evident than in the plight of the disabled individual (Kirchman, 1987). In North America, the disabled is defined in terms of "deviation" from the norm or the customary expected behaviour. This language of illness rather than wellness, dysfunction rather than function, is evident in public statements throughout Canada (Special Committee on the Disabled and the Handicapped, 1981; Canadian Rehabilitation Council for the Disabled, 1987). When a person's disability is such that he/she can never return to gainful employment, he/she is often labelled/referred to as "totally disabled" (Canadian Disability Pension) despite documents of public policy to the contrary. Given the above, it is not surprising that the disabled person feels powerless, out of control, accepts the *sick person syndrome* (Ilgen, 1990) and begins to shift his/her self-concept from that of a healthy person to that of one who is sick. To counteract this 'stigma', there need to be forms of intervention that would attempt to return personal empowerment, self-respect and human dignity to the disabled individual.

Empowerment, a term more familiar to health psychologists, social workers and mental health specialists than to educators, has been defined as the process by which one develops the ability and capacity to bring about changes that will lead to more control over one's life (Lord and Farlow, 1990). It emphasizes first and foremost the uniqueness and individuality of the person, and then the professional, social and political context within which the individual operates and draws meaning (McWhirter, 1991). An empowerment approach to rehabilitation would attempt to "facilitate and maximize opportunities for individuals with disabilities to have control and authority over their own lives" (Emener, 1991, p. 8). This calls for change at many levels: systems and institutions may be challenged to re-evaluate their beliefs, value statements, policies and procedures in light of an empowerment model; rehabilitation professionals themselves may need to be empowered in order to truly attend to individual needs; family members may need assistance with economic security and communications in order to remain empowered with a healthy self-concept, meaningful interpersonal relationships and supportive social networks and individuals with a health disabling condition may need to be taught not only to manage their external environments but also to discover an internal level of self-empowerment that will enable them to risk taking charge of their personal recovery.

Empowerment cannot be measured directly (Rappaport, 1987); for the purpose of this study, it is implied within the relationship between the 'perceived' and 'unmet' personal, professional, school-related and long term disability needs of the teacher with a health disabling condition. The sample used is a specific group of 'disabled' individuals, namely, Alberta teachers who are on, or have been on, long term disability benefits for a health disabling condition within the last four years. In order to accomplish this task, we need to ask ourselves the question: what are the important needs that must be met to empower the teacher with a health disabling disorder? The answer to this question requires a knowledge not only of the 'empowering' needs of this designated group but also how well these needs are being met presently and what service delivery strategies would best respond to these important needs in the future.

Method

Subjects:

The sample consisted of the population of teachers covered by the Alberta School Employee Benefit Program (ASEBP) who were presently on, or had been on, long term disability (LTD) benefits within the last four years (1988-91). Two-hundred and eighty of the 749 distributed questionnaires were returned (37.4%); 209 responses (27.9%) were used in the survey. Since the survey included individuals who had been on long term disability benefits from 1988 to 1991, it is not surprising that some questionnaires were returned due to incorrect mailing instructions (53 or 7.1%). An additional 18 subjects

(2.4%) disqualified themselves for health/personal reasons. This rate of return seems acceptable from a sample with a health disabling condition.

The sample is representative of the population surveyed. The demographics indicate that relative to gender, age, marital status, professional qualifications and years of experience as an educator, the sample does not differ appreciably from the average Alberta educator (statistics from the Alberta Teachers' Association) or the LTD recipient [statistics from ASEBP and the Jevne and Zingle study (1990)]. Sixty-three per cent of the respondents were female, 37% male; the majority were married while far fewer were single, divorced, separated or widowed; the respondents tended to be somewhat older (50 years) with more years of experience (18+ years) than the average Alberta teacher and approximately 80% hold a B. Ed. degree.

Survey Instrument:

A survey questionnaire was developed, piloted and revised accordingly. The questionnaire contained a pre-set list of 118 personal and professional teacher needs divided into 10 major categories [professional training needs (7), personal needs (14), professional needs (13), school environment needs (10), administrative needs (10), career enrichment needs (10), personal development needs (14), professional development needs (11), health and life style needs (10) and long term disability needs (19)]. The list of needs was gleamed from recent research studies (Long, Schultz, Kendall and Hunt, 1986; Ross, 1988; McElrath, 1988; Cole and McNay, 1989; Cecil, 1990; Peters, 1990; Jevne and Zingle, 1990 and ATA study, 1991) and personal interviews with key informants and participants in an LTD and a spousal focus group. Subsequently, it was validated and revised in an extensive pilot study by student teachers (19), teachers on long term disability (8), and classroom teachers (23). A detailed critique of the questionnaire itself (introductory letter, wording, instructions to participants, sequence, layout and choice of referents) was performed by a group of 7 educational and research design experts. The rate of return, the reliability and validity of responses, fewer procedural errors and general acceptance of the questionnaire were likely enhanced by these procedures.

Procedure:

The questionnaire, and letter of introduction explaining the purpose of the questionnaire, were sent to each individual in the sample. To ensure anonymity, no questionnaire contained any identifying information other than a number; to safeguard confidentiality, a stamped business reply envelope was also included. In the detailed instructions, each subject was asked to:

a) complete the demographic section of the questionnaire;

b) rank each need as to its *importance* to you and/or the teaching profession (using magnitude estimation and an arbitrary referent) and the *degree* to which the need had been *met* in your teaching career/recovery process (using a 5-point Likert scale);

c) prioritize the *criteria* for participation in an intervention and the appropriate *methods* for intervening to meet these important needs in the future.

The data were then analyzed using the Statistical Package for Social Sciences (SPSS).

Results and Discussion

Demographics:

The level of job-related stress, personal stress, satisfaction with teaching as a career and the perception of being "in control" in one's life does not appear to be influenced significantly by gender, age, years of experience or grade level taught. These results appear to agree with the only other study done on teachers on long term disability benefits in Canada (Jevne and Zingle, 1990); however, they seem to be in direct contrast with previous studies done on 'healthy' teachers (Long, Schultz, Kendall and Hunt, 1986; Byrne, 1991) that found that age, gender and grade level taught were salient demographic variables of teacher stress. This would seem to indicate differences between the 'ill' and 'healthy' teacher population relative to homogeneity, the ability to recall levels of job-related stress and satisfaction with teaching as a career and present concerns regarding personal stress and control during the recovery process. Further research may be warranted in this area.

Relationship between stress, satisfaction with teaching and control in one's life:

Fifty-eight percent of educators in this study found teaching *very* or *extremely* stressful. This reported increase in job-related stress since the Jevne and Zingle study (1990) -- an increase from 37% to 58% -- would be consistent with the ASEBP statistics (Annual Report, 1991) which indicated that the percentage of teachers with a health disabling condition for emotional/stress-related reasons had gradually increased over the life of the survey from 14% to 43%.

Seventy-three percent of those surveyed reported that they were *fairly* or *very* satisfied with their career in education. These results are lower than the results obtained from other teacher health studies: Jevne and Zingle (1990) with 84% and Albert and Levine (1988) with 85% of teachers who appeared satisfied with teaching as a career. The level of job-related and personal stress did not seem to influence significantly the level of satisfaction with teaching as a career. In other words, the majority of teachers remained quite satisfied with teaching as a career regardless of the degree of job-related and/or personal stress they experienced during the last two years of teaching.

Thirty-eight percent reported that their personal lives had been *considerably*, *very* or *extremely* stressful during the previous two years. The data also indicated that teachers with high personal stress showed high job-related stress while teachers with low job-related stress indicated low stress levels in their personal lives. On average, only 44.5% of teachers reported that they felt *very* or *extremely* "in control" in their personal lives. This would indicate a minimal level of personal empowerment. Without implying 'cause or effect' or direction, CROSSTABS indicated that there was a significant chi-square when examining the relationship between job-related and personal stress and the perception of being "in control" in one's personal life: teachers who perceived themselves as not being in control of their personal lives, felt quite stressful both at home and at school. In contrast, teachers that felt they were in control of their personal lives did not experience a great deal of personal or job-related stress. This would seem to confirm the relationship between empowerment and personal well-being and professional satisfaction.

Using CROSSTABS, there was a significant chi-square when examining the relationship between personal and job-related stress, career satisfaction and the perception of personal control, and the mean scores assigned to needs. The relationship followed a predictable pattern. Teachers who experienced a great deal of job-related stress gave significantly higher mean scores for needs related to school and developmental issues; teachers with high personal stress gave significantly higher mean scores to needs related to personal growth and development. The level of perceived control did not appear to significantly influence responses to needs except with regard to control issues such as balance in life, acceptance of self and psychological counselling. Teachers who were dissatisfied with teaching as a career gave significantly higher values to issues of self-esteem, respect of the person and career transition issues.

Needs

Priority Needs:

For the purpose of this paper, the perceived personal, professional and school-related needs as well as the needs relative to LTD status are reported briefly. Personal, personal development and health and lifestyle needs ranked highest of all the needs categories; within each category of needs, the needs themselves were perceived as being minimally met -- no category was considered adequately or extremely well met.

Insert Table 1 here

There did not appear to be any significant differences in the perceived personal and LTD needs based on gender or level of teaching experience. The need for a support group seemed to diminish with age. Not surprisingly, the type of health condition (physical vs psychological) registered the most significant differences in need priority. Those with physical disabling conditions were more interested in good medical treatment, while those with psychological disabling conditions were more interested in good psychological counselling, more sensitive handling of LTD matters by personnel and less stigma attached to the illness.

Personal Needs:

Personal needs (sense of self-worth and self-acceptance, control and balance in one's life), health and lifestyle needs (appropriate workload, good nutrition and regular medical check-up) and personal development needs (communication, conflict resolution and decision-making) reflect self-awareness and interpersonal relationship issues that may or may not have been resolved in the personal life of the teacher.

Insert Table 2 here

A factor analysis of personal needs revealed the presence of 3 relatively independent factors which, together, explain much of the difference in the sample (50%). The main themes of control, identity and relationships form the basis of self and personal empowerment.

Insert Table 3 here

Professional Needs:

Professional needs (teacher training, professional, school-related and development needs) operationally define the three guiding principals for enhancing and strengthening teacher empowerment, namely, status, knowledge and access to decision-making (Maeroff, 1988 a)b); Peters, 1990). The need for positive public image, respect and recognition as a person/professional, good working conditions, improved communication skills and administrative support reflect intrinsic rewards associated with *status;* preservice needs (positive *practicum* experience and mentoring system), professional competence, in-servicing and educational opportunities are components of *knowledge* while conflict resolution, decision-making and classroom management denote *participatory management.*

Insert Table 4 here

Long Term Disability Needs:

The LTD needs were considered to be very important to the respondents. These results compare favourably with the actual experience of the LTD recipient and the tasks outlined in the rehabilitating phase in the Jevne and Zingle study (1990).

Insert Table 5 here

The previous authors' recommendations regarding the need for assistance with re-entry and follow-up tasks, the critical role played by a caring support system and the place of empowerment in one's own recovery process appear to be upheld in this study. The only result that seemed somewhat inconsistent with the interviews and focus groups discussions was the low rating given to *support group for partner*. However, this may have more to do with the reference specifically to 'group' than the actual or perceived need for support for the partner. Another explanation might be that the subjects tend to rate their own needs higher than the needs of those around them.

A factor analysis revealed 5 relatively independent factors which, together, explain much of the difference in the sample (59%). The variation in the LTD population is evident: some will never return to work and, therefore, are not interested in these LTD needs ; some have a great deal of support while others appear to exist in isolation. Factors 3 and 4 relate more to potential changes within the system (ASEBP) and the rehabilitation team (counsellor, psychologist, medical staff, secretarial staff). Once again, the basic themes center around empowerment issues.

Insert Table 6 here

Intervention Strategies

Having prioritized the needs and the level to which they are being met presently, interventions can now be proposed from a more informed position. The methods chosen to meet the personal and professional needs indicate a strong preference for the 'known' (one day workshop) and 'personal touch' (peer support group, individual counselling) in service delivery. Recent advances in computers and telecommunications (computer assisted programs, teleconferencing and distance education) are not highly endorsed. It is obvious that lectures at lunch time are not a high priority for the educator of today! With regards to criteria for participation, if the topic is interesting, the instructor has credibility, release time is available and the program is not too expensive personally, the teacher is more likely to attend.

Future Implications

The 'felt' experience of being on long term disability benefits, as described qualitatively in the teacher health study by Jevne and Zingle (1990), revealed a strong sense of personal disempowerment (a keen sense of isolation, unconnectedness and lack of support; feelings of personal helplessness and hopelessness; the effects of stigma, living with severe limitations and personal losses). This needs assessment study has concurred with these results and has carried the research one step further by prioritizing the perceived needs to be met, as well as the service strategies by which to meet them. In addition, Jevne and Zingle (1990) had recommended a 'structure' to address the broad range of preventative and remedial needs of the Alberta teacher. This study may contribute further to a foundation of understanding necessary for the development of a comprehensive teacher wellness program to respond to the needs of the teacher with, or at risk for, a health disabling condition.

It is possible that these needs have a wide application beyond the sample in this study. Further studies with similar professional groups (e.g. University academic staff, post-secondary institutions instructors, teacher groups in other provinces) and other professional groups (e.g. nurses, laboratory technologists) are required.

Conclusion

The initial goal of this study was to discover needs, which if met, would contribute to empowering the teacher with a health disabling condition. In order to do this, the 'unmet' personal, professional, school-related, developmental and long term disability needs were prioritized; in addition, the preferred methods of intervention were established. Personal needs appear to be the top priority of the teacher with a health disabling condition; school-related needs seem secondary. Therefore, future programs may wish to place more emphasis on the *person* rather than concentrate solely on the professional aspects of the *teacher*. The results also confirmed the potential need for change in other areas such as within the system itself (insurance company and school), among professionals (principals, medical personnel, psychologists) and support networks (family members, peers). Without these changes, empowerment may prove more difficult.

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Table 1: Mean scores of categories of needs (n = 209)

Category	Mean (assigned value)	Mean (Degree met)
Personal needs	67	3.3
Health and lifestyle needs	66	3.3
Personal development needs	64	3.1
School environment needs	62	3.1
Professional training needs	59	3.2
Professional development needs	58	3.3
Career enrichment needs	52	3.0
Professional needs (**referent*)	50	3.2
Administrative needs	48	3.1

Note: Mean scores reported above are based on the following scales:

Assigned value: magnitude estimation scale 1 to 100.

Degree met: a 5-point Likert scale:
1 - not at all met
2 - seldom met
3 - minimally met
4 - adequately met
5 - extremely well met

Table 2: **Mean scores of personal, developmental and health/lifestyle needs** (n = 209)

Needs	Mean (assigned value)	Mean (degree met)
Sense of self-worth/self-esteem	83	3.5
Ability to accept self as a person	72	3.7
Sense of being in control	72	3.4
Ability to accept change	69	3.6
Sense of balance in life	68	3.4
Ability to say no	65	3.2
Respect of others	64	3.9
Personal/Developmental Needs		
Effective communication skills	76	3.1
Conflict resolution	62	2.6
Decision-making	62	3.0
Health and lifestyle Needs		
Appropriate workload	86	2.6
Proper nutrition	72	3.8
Refrain from smoking	70	4.0

Note: Mean scores reported above are based on the following scales:

Assigned value: magnitude estimation scale 1 to 100.

Degree met: a 5-point Likert scale:

1 - not at all met
2 - seldom met
3 - minimally met
4 - adequately met
5 - extremely well met

Table 3: Factor Analysis of Personal Needs

% of variance		Theme
31.3%	Factor 1:	Control Issues
		Ability to live with uncertainty
		Ability to live with limitations
		Ability to say no
		Sense of being in control
		Ability to accept change
		Sense of balance in life
10.5%	Factor 2:	Identity Issues
		Sense of self-worth/self-esteem
		Ability to accept myself as a person
		Sense of balance in life
		Ability to accept change
		Ability to communicate with children
8.2%	Factor 3:	Relational Issues
		Approval of others
		Ability to ask for help
		Respect from others
		Understanding my own upbringing

Table 4: **Mean scores of teacher training, professional, school-related and developmental needs** (n=209)

Category/Need	Mean (assigned value)	Mean (Degree met)
Professional needs		
Professional competence	83	4.0
In-service for mandated new programs	73	2.9
Positive public image of the educator	68	3.2
School-related needs:		
Support from administration	83	3.3
Honesty in communication	78	3.2
Basic respect as person/professional	76	3.7
Communication with principal	75	3.3
Training needs		
Successful student teaching experience	70	3.7
Internship/mentoring for new teachers	69	2.6
Early exposure to the classroom	68	3.4
Professional Development Needs		
Classroom management	73	3.4
Effective communication skills	73	3.1
Opportunity for change within teaching	71	2.9
Stress management	71	2.3
Opportunity to consider career transition	67	2.5

Note: Mean scores reported above are based on the following scales:
Assigned value: magnitude estimation scale 1 to 100.
Degree met: a 5-point Likert scale:
1 - not at all met
2 - seldom met
3 - minimally met
4 - adequately met
5 - extremely well met

Table 5: **Mean scores of long term disability needs** (n = 209)

Needs	Mean (assigned value)	Mean (degree met)
Good medical treatment	87	4.1
Financial security	85	3.8
Appropriate placement for re-entry	78	3.0
Staged re-entry	72	2.8
Focus on what I 'can do' vs what I 'can't do'	72	3.1
Sensitive handling of LTD matters	72	3.6
Good psychological counselling	71	3.1
Easy access to benefit information	71	2.3
Follow-up after returning to work	70	2.5
Rehabilitation counselling/training	69	2.3
Less stigma attached to illness	61	2.9
Support group for self	59	2.6
Less physical pain (pain management)	57	2.6
Less paperwork for insurance company	55	2.7
Contact with school/peers	55	3.1
Self-help information	52	2.4
Contact with other LTD teachers	51	2.5

Note: Mean scores reported above are based on the following scales:
Assigned value: magnitude estimation scale 1 to 100.
Degree met: a 5-point Likert scale:
1 - not at all met
2 - seldom met
3 - minimally met
4 - adequately met
5 - extremely well met

Table 6: Factor Analysis of LTD Needs:

% of variance		Theme
31%	**Factor 1:**	**Return to Work Issues**
		Follow-up after return to work
		Less stigma
		Focus on what "I can do" vs what "I can't do"
		Staged re-entry
		Appropriate placement for re-entry
9%	**Factor 2:**	**Support Issues**
		Support group for self
		Support group for spouse
7%	**Factor 3:**	**Insurance Company Issues**
		Less paperwork for the insurance company
		Good medical treatment
		Financial security
		Sensitive handling of LTD matters by personnel
		Easy access to benefit information
6%	**Factor 4:**	**Rehabilitation Process**
		Good psychological counselling
		Rehabilitation counselling
		Self-help information
6%	**Factor 5:**	**Physical/Social Comfort**
		Less physical pain
		Contact with other LTD
		Contact with school/peers

A Wellness (EAP) Program for Teachers:

A Proposed Model

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Running head: EMPLOYEE ASSISTANCE PROGRAM

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A Wellness Program (EAP) for Teachers: A Proposed Model

The literature is replete with studies on the stress of being an educator (Hiebert, 1985; Bradley, 1985; Blase, 1986; Fimian, 1987; Enns, 1988; Friesen, 1989; 1990; Jevne and Zingle, 1990; ATA study, 1991). Some view the problem as individual while others see it as systemic; some concentrate on school-related issues while others look beyond to personal, political, environmental and social concerns. All recognize that if the situation is allowed to continue unchecked, the result will be a serious decline in the performance and health of the teacher and a lower quality of education for the student (ATA study, 1991). A real understanding of the personal and professional needs of the teachers, particularly those areas that, if not met, would lead to further stress and disempowerment, seems important as a foundation for effective intervention.

A recent needs assessment study (Ryan, 1992a) was able to address many of the above issues by prioritizing the personal, developmental and professional needs of the teacher, soliciting how well these needs are being met presently and clarifying appropriate methods to meet these needs more effectively in the future. Findings concluded that personal and developmental needs were top priority with most teachers; school-related needs were consistently ranked third or lower. A relationship between stress and control, the exact nature of which remains unknown, was also reported. In essence, the higher the stress, the lower the control and vice versa. This fact may give further credence to the premise that we are dealing with something more appropriately described as an 'assault of self', a debilitating phenomenon that leaves the teachers disempowered to varying degrees.

Empowerment can be described as the process by which one develops the ability and capacity to bring about changes that will lead to more balance and control over one's life (Lord and Farlow, 1990). It emphasizes first and foremost the uniqueness and individuality of the person, and then the professional, social and political context within which the individual operates and draws meaning (McWhirter, 1991). Empowerment cannot be measured directly but is implied within the relationship between the 'perceived' and 'unmet' personal and professional needs of the teacher. Therefore, the goal of any program that would respond to the needs of teachers might appropriately develop such a program within an empowerment and developmental perspective. Not uncommonly, such efforts are occuring through employee assistance programs.

A recent literature search into EAPs for educators, particularly elementary and secondary teachers (Stevens, 1988), showed limited published accounts. Not unlike the market place, the reason for the establishment of the employee assistance programs for teachers that *do* exist, appears to be more *corporate-oriented* than *person-oriented.* Most are described primarily in terms of enhancing the retention rate and improving job performance and only secondarily in terms of empowering the individual so as to improve personal well-being and quality of life. For example, the teacher EAPs of today are increasingly being asked to address such employee concerns as marital and family issues, relocation difficulties, financial concerns, work-place burnout, co-dependency issues and retraining requirements (Walsh, 1991), all for the purpose of increasing productivity and reducing absenteeism. One might contend the outcome is similar. Human versus market values may only be a matter of priority. However, in the field of education, a basic ethical question arises and goes unanswered: if we place individuals in situations that could be hazardous to their health, are we ethically responsible to address their special personal/professional needs to ensure a healthy career? If some ethical obligation exists, an organizational structure with an empowerment focus that would address the needs of the educator throughout the career span would reflect values consistent with those expected of educators towards children.

The recommendations from the Jevne and Zingle study (1990) call for effective, confidential, preventative and remedial consultation and rehabilitation with non-evaluative personnel who have no vested interests within the educational system. There is also a clear recognition that, although familiarity with education is necessary, it is not sufficient; the personnel must also be knowledgeable in health psychology, chronic illness and disability-related issues. Based on these and other research findings, the results of the recent needs assessment and a critical review of the existing EAP programs, this article proposes a model for a teacher wellness (EAP) program that would be both comprehensive and respectful. Organizationally, a Division of Teacher Health Services would appear to be the most logical and appropriate response to the identified needs and recommended interventions flowing from the teacher needs assessment referred to earlier.

Organizational Structure:

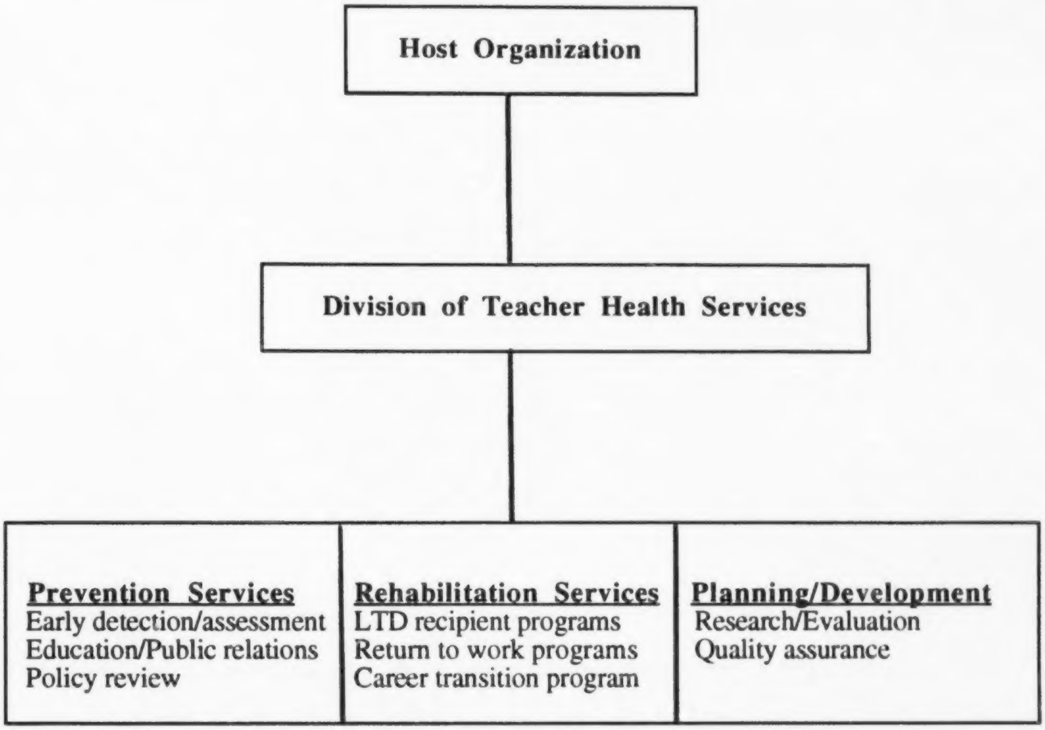
The mission of the Division of Teacher Health Services would be to respond to the *systemic nature* of teacher health conditions in a *cost-effective* manner by assisting in the *prevention of health disabling conditions*, *enhancing the recovery process*, *lessening the fears of returning to work* and *educating both the public and the educational profession* of the plight of the teacher. Three arms, as shown in diagram 1, are proposed:

1. a preventative arm to focus on the prevention of health disabling conditions through early detection/assessment, education, appropriate policy review and public relations activities that enhance working relationships between all stakeholders;

2. a rehabilitation arm to address the remedial needs of the teacher on long term disability benefits and the systems in which they function;

3. a planning and development arm to ensure an ongoing understanding of the needs of all stakeholders through research/evaluation and professional accountability through an ongoing monitoring of services.

The following is a proposed organizational structure for the new Division of Teacher Health Services:



A brief outline of these various services follow.

Prevention Services

Early Detection/Assessment:

Early detection and assessment is critical. The human and financial costs involved in a health disabling condition dictate the development of a preventative intervention for the teachers in the field who are 'at risk' for a health disabling condition. The service would be available directly to the teacher on a self-referral basis; no referral by a professional or school administrator would be required. All results and discussions would be kept confidential except with the written permission of the participant. Personnel would not only initiate a "health hotline" and provide a non-evaluative resource person to teachers and/or administrators who are concerned about their own health but also would be available for psychological intervention when deemed appropriate.

The intervention, based on an empowerment model, would consist of six individual sessions for the purpose of conducting a thorough and confidential psychosocial and 'high risk' assessment, setting up an individualized wellness plan based on this assessment, initiating short-term counselling goals, referring to a specialized consultant when required and offering optional participation in a support group.

Education/Public Relations:

Today's teachers are part of a "self-help" generation. Therefore, it would be beneficial to develop for distribution to teachers, an information package on the various aspects of teacher wellness, a lending library on self-help information and a teacher health directory containing listings of peer resources, self-help groups and professional resources. Since a health disabling condition is often ignored and insidious in nature (Jevne and Zingle, 1990), a list of qualified speakers on teacher health issues such as 'recognizing the signs' and 'peer support for the teacher at risk' could be made available upon request to school boards/schools for the facilitation of workshops and seminars and/or presentations at Teachers' Conventions and Administrators' meetings.

Policy Review:

The ethical issues surrounding teacher health need to be addressed by both the Department of Education and the Faculties of Education. The Department of Education would do well to consider the impact on the health and well-being of the teacher when it initiates new programs; the universities are encouraged to consider integrating pre-professional screening and career exploration, an internship/mentoring system, human relations management skills, stress sensitivity and personal hardiness assessment within the basic teacher training program (Ryan, 1992b).

Rehabilitation Services

LTD Recipient Programs:

Research and experience indicate that contact with a resource person is both essential and desired within the first two months of the recovery process. For most school jurisdictions, the first 90 days is considered a waiting or 'elimination' period during which time little or no contact with the school, school board or rehabilitation counselling is initiated. In addition, some school boards and administrators are not familiar with the procedures leading to long term disability benefits. In order to provide assistance in these areas, the Program Co-ordinator would supervise the design/distribution of an information package that would outline the tasks to be completed by the school district and the ways in which the administrator and teachers could continue to support the LTD teacher through the rehabilitation phase. These procedures would ensure that the teachers have support and resources at the beginning of the rehabilitation process rather than being left to "fend for themselves" for the first three months.

A vital component of the recovery process for the LTD recipient is the level of support received from spouse, family, friends and peers. The marital and family units are seen as the most important determinants of whether the person feels emotionally supported and nurtured (Jevne and Zingle, 1990). Being remembered by your peers, visiting with family, having someone to talk to, are essential needs, not wants. Data from personal interviews and focus groups indicate the importance of a healthy support network for both the LTD recipient and the spouse. Evenings, weekends and/or support groups could be organized by the Division of Teacher Health Services for this purpose.

There is a wealth of untapped expertise and human resources available within the LTD population. With *proper training and supervision*, many of the teachers presently on long term disability benefits could participate as veterans within the the Division of Teacher Health Services itself. Involvement would vary: assisting newly approved LTD recipients with the 'paper barrage' of the transitional phase, providing personal contact to LTD teachers by answering the 1-800 line during certain hours of the day, helping with support groups for LTD recipients and/or spouses, doing research, writing brochures, running a resource library and/or publishing a newsletter than LTD teachers. The challenges are endless and could be seen as contributing to the personal wellness of many teachers, particularly those for whom gainful employment may no longer be an option.

Return to Work Programs:

The uncertainty about the future is always a concern for the teacher returning to work after a lengthy illness (Jevne and Zingle, 1990). While attempting to re-introduce a sense of stability into one's life, there are always those nagging gut-wrenching questions:

- am I setting myself up for failure?
- do "they" really want me back?
- how will people react to me?
- does anyone really care?
- can I still do it or have I been away too long?

Telephone discussions and/or personal interviews with 42 teachers with a health disabling condition, indicated a degree of ambivalence for those who were scheduled to return to the classroom. For many, there was administrative pressure to return to work as well as an air of excitement and anticipation; for others, there was a gripping fear and sense of dread that seemed to preclude the possibility of a positive experience. For all, the need for support seemed essential. Experience indicates that these fears may be well founded. In 1991, within a large school jurisdiction in Alberta, 30% of the teachers who returned to work in September were either back on long term disability benefits or 'at risk' for future health problems within three months of returning to work. To respond to these needs, a pilot project is suggested. This would consist of a variety of support services to meet the individual needs of the teachers returning to the workplace. Although initially designed for teachers in the Edmonton area, outreach support services could be similarly designed for other areas in the province in the future.

Individual needs and personal preferences, both assessed through psychometrically sound instruments, would determine a number of options for support would be made available to the teacher returning to work following a health disabling condition. All teachers wishing to participate in the RTW support services would be scheduled for an initial interview to discuss the RTW issues. An assessment would be done to determine the level of risk for potential relapse and the kind of support desired. Based on the results of this assessment, individual and/or group counselling and peer support group alternatives would be offered for the first twelve months after returning to work. Based on a psychoeducational approach, the LTD recipient would be introduced to information, insights/understanding, skills and competencies required for effectively balancing professional demands and personal needs. They would also be able to share the common experience of dealing with all aspects of a health disabling condition within a group setting. This service is not meant to replace existing medical or psychological interventions but to complement and assist them in accomplishing rehabilitation goals.

Career Transition:

Teachers tend to be "one career track thinkers" (Jevne and Zingle, 1990, p. 253). They believe that '*who they are is what they can do*' ; therefore, when they can no longer teach, they become reluctant/afraid to consider options. This fear needs to be addressed through regular opportunities for teachers to consider career alternatives, career transition and re-employment without jeopardizing either their teaching position or their long term disability benefits.

Planning and Development

To ensure that the needs of the teacher are known and being met, continual research, program development and evaluation must be seen as an integral part of the function of the Division of Teacher Health Services. Collaboration in research with other educational and health-related groups would be both practical and cost-effective. The present research data isolated two key areas of concern, namely, administrative policies and the role of administration. The language used to disseminate policies and procedures need to reflect a philosophy of wellness not illness, function not dysfunction. In addition, the administrator was seen as a key factor in the health of the teacher (Jevne and Zingle, 1990). Therefore, further investigation into the relationship of administrative style to the health of educators is recommended.

Evaluation, defined by Stufflebeam (1966) as "the process of delineating, collecting and providing information useful in judging decision alternatives" (p. 78), is the key to program planning and implementation. A needs assessment into the personal and professional needs of the teacher-in-training, the teacher in the field and the LTD teacher has been completed. The criteria for participation and the methods of choice for these interventions have been established. Formative evaluations to monitor the program as it is being implemented and a summative evaluation to gauge the total impact and overall effectiveness of the program could be completed through case audits, participant and professional personnel and self-reports. These steps would ensure an effective mechanism of accountability to the client, the agency and the profession.

Program Resources

Personnel:

According to a recent Alberta Teachers' Association publication (1988), three major types of EAP programs are presently in vogue in Alberta schools:

1) Referral Agent: Selected teachers themselves are trained to provide basic assessment and referral services for peers;
2) Contracted services: A contract exists between a school board and an external health care agency or private practitioners;

3) Professional counselling and referral services: Professional personnel are employed by the host organization to deal with short-term employee needs in job-related and personal problems as well as provide in-service in the promotion of good physical and psychological health. Long-term counselling needs would be referred to recognized community services.

The first type, operative in a few rural/remote areas, lacks confidentiality and qualified personnel; the limited range of services available through this approach may outweigh any advantages from such accessible personalized services and peer support system network. In the second case, a diversity of contracts ensures professional survival but makes it difficult to ensure that services are client-driven and that the primary allegiance of those who work directly with teacher clients is not to the host organization. In addition, practitioners of many disciplines lack the unique combination of attributes and skills which serve a specific population, in this case educators. Teachers interviewed favoured a revised third type, providing service directly through a Division of Teacher Health Services (Jevne and Zingle, 1990). This would allow the use of consultative services selectively rather than as a primary mode of operation.

The adoption of the third type of EAP, namely, the 'in house' assessment/short-term counselling and referral approach, would require limited staffing initially: a full-time Co-ordinator of Teacher Health Services and appropriate support staff. Although the Co-ordinator would function within the basic guidelines of the host organization, the actual services provided would be governed by the ethical guidelines of his/her profession and the Teachers' Association.

A program co-ordinator would be responsible for facilitating the three dimensional mandate of the Division of Teacher Health Services and for functioning as the primary contact person to consultants, school boards, district wellness/EAP co-ordinators and clients on issues regarding teacher health. The recommended choice for such a position would be a Ph.D. chartered psychologist who has a working knowledge of health psychology and insurance-related disability-related activities, experience in working with teachers with health disabling conditions and credibility in the educational setting.

These qualifications would ensure:

- credibility to the program in dealing with other consultants and medical personnel;
- the ability to provide direct consultative, testing and counselling services which meet legal and ethical standards (e.g.conducting in-house initial assessments, including psychological testing, co-ordinating psychological reports and other referral information);
- the possibility of collaboration with various University faculties. A logical link with the Faculty of Education provides numerous possibilities. The Departments of Educational Psychology, Educational Administration, Adult Education and Development and others may be a cost-effective means by which to generate research and assistance with direct service (e.g. internships).

Consultants:

Community-based service providers constitute a vital link in this proposed employee assistance program for teachers. A team of consultants (general psychologists, specialized psychologists and auxiliary consultants from related fields) throughout the province would be solicited to provide specific services on a referral and fee-for-service basis. To ensure that services would not become fragmented and unconnected, each consultant would be provided with a one-year contract including program ethical guidelines, criteria for participation and reporting policies/regulations (Coshan, 1991) and would be required to participate in an orientation weekend and two seminars a year. At this time, the philosophy of the program and the empowerment approach to wellness would be discussed. These consultants are governed by professional and ethical guidelines; however, a mutually acceptable reporting format would need to be designed that would provide the host organization with useful treatment plans and suggestions for follow-up.

Confidentiality and lack of resources are major concerns in rural areas where people live and work in fishbowls (von Hauff, 1991). When there is only a bank, one coffee shop and a gas station, it is hard for a "stranger" to come into town unnoticed. Therefore, teachers in rural areas may need alternate arrangements such as compensation for travel expenses to urban centers together with follow-up telephone consultations.

Conclusion

The Division of Teacher Health Services proposed in this article is presented as a credible structure through which to offer a comprehensive employee assistance program for teachers. Not only does it respond to the personal and professional needs cited by the teachers themselves in a recent needs assessment survey but it also utilizes the intervention criteria and methods favoured by this group. In addition, the proposal expands the services of the traditional employee assistance programs for teachers: not only does it emphasize early assessment and intervention, but also it includes both the needs of the teacher-in-training and the teachers already on long term disability benefits for a health disabling condition. In this way it represents a comprehensive employee assistance program for teachers.

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Teacher as Person and Teaching as a Profession:

Myths and Realities

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Running head: MYTHS AND REALITIES

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Teacher as Person and Teaching as a Profession: Myths and Realities

There may always be another reality
To make fiction of the truth we think we have arrived at.
Christopher Fry

There appears to be a certain mystique or mythology, shared by administrators, teachers, parents and the public at large, around the person of the educator and the profession of teaching. This mythology creates a type of superhuman canopy around both the school and the educator and demands 'divine' workings and 'infinite' possibilities from mere mortals; unfortunately, the mere mortal in the person of the teacher, appears to accept this unrealistic responsibility unquestioningly. It seems important to question this idealistic and/or unrealistic picture, to dispel the myths that surround it and to propose new realties in its place.

Not until this clarification occurs can the empowerment of the teacher be actualized more fully. *Empowerment* has become a modern buzz word that often eludes definition. For some, it is a *process* through which individuals develop the ability and capacity to bring about changes that will lead to more control over their lives (Lord and Farlow, 1990). For others, there is an emphasis first and foremost on the uniqueness and individuality of the person, and then the professional, social and political context within which the individual operates and draws meaning (McWhirter, 1991). Empowerment cannot be measured directly; for the purpose of the needs assessment study that informs this article, empowerment will be operationally defined as the relationship between the 'perceived' and 'unmet' personal, professional, developmental, school-related and, where appropriate, long term disability needs of the teacher.

Based on the findings of this study and the research literature on empowerment, a series of myths (perceptions for which there is little or no evidence) and realities (perceptions for which substantial evidence exists) about teacher needs, developmental issues and personal and professional empowerment are presented as foundational to the enhancement of empowerment.

Myths

Myth 1: *Teaching is a "piece of cake".*

To the uninformed, the life of the teacher may seem ideal. This misconception often focuses solely on the "external trappings" of teaching: Christmas, Easter and summer holidays and the 9 to 3, Monday to Friday job. It seldom goes deeper into the actual "lived experience" of the teacher where unrealistic responsibilities/demands, communal isolation and professional frustrations abound. The 'unmet' needs of the teachers found in the needs assessment study eluded to earlier, indicate a high degree of disempowerment : lack of balance and control in their lives; the need for public, administrative and peer support; positive feedback, input into new programs and curriculum changes/additions; the dearth of educational opportunities and career enrichment incentives and the additional stressors regarding lower student/teacher ratio, appropriate workload and participation in decision-making.

Myth 2: *Anyone can handle and control a group of children.*

Educators, not uncommonly agree that teaching is the easiest part of their profession. Unfortunately, most teachers spend less than 50% of their time teaching and the remainder being parent, social worker, referee, disciplinarian and diagnostician (Maeroff, 1988). According to the needs assessment, discipline and classroom management are considered to be the major school-related issues in teacher stress, particularly at the elementary and junior high level ; integration and ill-planned curriculum changes has made this matter that much more difficult to control.

Myth 3: *Graduates from B. Ed. programs are adequately prepared to assume the role of a classroom teacher.*

Most professionals - doctors, lawyers, accountants, nurses, psychologists - are required to complete a one year internship before they are eligible for licensing. Teachers are considered sufficiently prepared, emotionally as well as intellectually, after minimal field experience. This evidently does not seem to be either professionally adequate or ethically prudent to the new teacher, the school system or the students. As shown in the needs assessment study, the preservice and classroom teachers alike agree that there needs to be some form of internship or extensive teaching experience under a qualified mentor before a beginning teacher is fully responsible for a classroom.

Myth 4: *The educational system is failing the country and its children. What we need is tighter control, stricter evaluations and standards and good quality teachers.*

No one can dispute the need for change in the educational system. However, most educators and administrators alike would contend that a bureaucratic and hierarchical approach no longer works effectively (Peters, 1990). If a change is needed, it will come through the individual teacher and not through some prescription from on 'high' (Stimson and Applebaum, 1988). The needs assessment study appears to agree with the recent literature that calls for a paradigm shift to a more decentralized team approach that recognizes and accepts teachers as equal partners in the managerial decisions affecting the school as a whole. It would appear that more emphasis needs to be placed on the intrinsic and extrinsic needs of the teachers as well as on professional competence and instructional outcomes. Empowering the teacher at both the personal and professional level can "make a difference".

Myth 5: *Teachers who are 'at risk' for a stress-related disorder, do not really like teaching as a career.*

In the needs assessment study, the amount of job-related or personal stress did not seem to influence the level of satisfaction classroom educators experienced within their professional career. Over 80% of respondents were quite satisfied with teaching as a career; even those who felt extremely stressful, either from the job or from their personal lives, did not experience a corresponding dissatisfaction with teaching as a career.

Realities

Reality 1: *A comprehensive employee assistance program for teachers is recommended as a viable response to teacher wellness.*

The limitations with existing EAP programs appear to be in their focus on early intervention services only; expansion of such services to include the full-range of personal, professional and developmental services enhances the potential for empowerment throughout the teacher's career. The EAP of today is increasingly being asked to address such employee concerns as marital and family issues, relocation difficulties, financial concerns, work-place burnout, co-dependency issues and retraining requirements (Walsh, 1991).

Reality 2: *The teacher returning to work (RTW) from a health disabling condition requires supportive re-entry and follow-up services.*

In the needs assessment study, specific RTW needs - appropriate placement, staged re-entry and follow-up after returning to work - were the top three most important and 'unmet' needs of the teacher with a health disabling condition. The fear and anxiety of the RTW teacher has often been compared to the fear and anxiety of the beginning teacher, only worse. Were school boards and administrators to recognize this emotional upheaval as a legitimate concern of transition, appropriate re-negotiation strategies and support networks would follow.

Reality 3: *Although many classroom teachers surveyed appear to feel 'in control" in their personal lives, they still rated personal needs as top priority and as only minimally met .*

While 60% of teachers surveyed experienced control in their personal lives, 40% felt only moderately or mildly 'in control'; in addition, personal needs were rated by the majority of teachers as only being minimally met. To what extent the school system contributes to this sense of disempowerment is unknown. However, as stated by (Gadacz, 1990), without a sense of personal empowerment in one's own life, it is very difficult to experience professional and collective empowerment in the job. Therefore, there appears to be strong theoretical and empirical agreement that the personal needs of the teacher cannot be ignored in the professional development and career enrichment endeavours of the educational system.

Reality 4: *The needs of the teacher change over time. What is important to the teacher-in-training may not be as important to the 15 year old veteran teacher.*

In the needs assessment study, there is some evidence that needs change over time. It is particularly important for administrators in the local school and the district at large to know the teachers' personal and professional developmental patterns so that they may better understand and plan based on the needs and abilities of teachers at different phases in their career. The research literature and to a limited degree the needs assessment study, indicate that teacher needs change with regards to gender, age and teaching experience over the career span. Over time, the teachers' developmental process parallels adult development as described by Levinson (1978): *content* and *process* of teaching may give way to *personal* and *meaningful* relationship with peers, friends, family members and students.

Reality 5: *There appears to be a relationship between job-related and personal stress and the individual's perception of being "in control".*

Within this study, an experience of high stress either in professional career or personal life, is accompanied by a sense of being 'out of control'. This fact may give further credence to the premise that we are dealing with something more appropriately described as an 'assault on the self' than 'stress', a phenomenon that leaves teachers unable to bring balance and control into their lives.

Reality 6: *Beginning teachers appear to be more concerned about survival, sense of self, and the immediacy of the moment than they are about their students (Olson and Osbourne, 1991).*

The teachers-in-training and beginning teachers speak in "I" sentences. They talk about their lack of self-identity, self-confidence and self-expression; they ask for administrative and peer support; they expect professional competence and acceptance immediately. Their over-concentration on process (*how they will teach)* and content (*what they will teach*) leaves little time to consider person (*who they will teach*). Once beginning teachers have survived the first year, there is a greater likelihood that they will also gain the self-confidence and teaching repertoire they need to turn their primary focus from self and boundary tasks to student and core issues.

Reality 7: *Job stress, personal stress and personal control in the life of the teacher do not appear to be influenced significantly by age, sex, years of experience teaching or grade level taught.*

Only 60% of surveyed teachers reported experiencing control in their personal lives; the same study established a relationship between stress and control the exact nature of which remains unknown. In essence, however, the higher the stress the lower the control and vice versa. Based on these findings, control would appear to be a major issue in the empowerment of the teacher. From the needs assessment study, we can say that women, elementary school teachers or older teachers are not more vulnerable to stress and disempowerment than men, junior high or high school teachers or younger teachers. Why then do some teachers become "stressed out" or psychologically ill and others do not? Part of the answer may lie within the *person* at the level of self-empowerment or perceived 'assault on the self' (Jevne and Zingle, 1990) or in the cognitive realm of irrational personal beliefs and/or intrapsychic functioning (Anderson and Zingle, 1987); part of the answer may lie within the *system* at the level of interpersonal relationships with district personnel, administrators, parents and students that are perceived as demanding so much but providing so little in exchange (Jevne and Zingle, 1990). These authors, in suggesting that the issue is "systemic", imply that no one is exempt from some responsibility for the problems as well as the solution of teacher empowerment.

Reality 8: *For the teacher with a health disabling condition, the level of personal and job-related stress appears to be on the rise while the level of satisfaction with teaching as a career appears to be decreasing.*

By comparison, the level of job-related stress and personal stress in the long term disability (LTD) teacher population has increased by approximately 50%, from 37% to 58% and 21% to 38% respectively in the last three years (Jevne and Zingle, 1990; Ryan, 1992). The results from these two studies also showed that the level of satisfaction with teaching as a career has decreased by approximately 15%, from 84% to 73%. The percentage of teachers with a health disabling condition for emotional reasons has gradually increased over the past four years from an initial 14% in 1988 to a record high of 43% in 1991 (ASEBP, Annual report, 1991).

Conclusion

As reflected in this article, there are a number of dichotomies surrounding the teacher as person and teaching as a profession: the teacher is either idealized or devalued, a genius or slightly above a fool; teaching is either the solution or the cause of the world's ills, the noblest or the lowest of professions. These attitudes and judgements often result from a lack of understanding of the educational setting and/or an adherence to a number of myths for which little or no evidence can be found. The recent needs assessment, as indicated in this article, was able to dispel many of these myths and to propose realities that could stand the test of research and practice. These realities give us a better understanding of the empowerment and developmental needs of the teacher and some strategies through which to respond to these needs in the future.

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CHAPTER NINE

General Discussion and Conclusion

Chapter 1 began with an overview of the dissertation and the experiences and questions that led to the reported study. This final chapter will serve as a type of 'report card' for the study and the degree to which its findings have moved the research community closer to potential answers or insights into these questions. Recommendations for future studies and a practical application in the area of teacher needs and empowerment will be made.

The choice of a frame of reference began even at the literature review phase. Consistently, with regard to the "state of health" of the teacher, a great deal was reported on the stressors experienced by the teacher, particularly those stressors directly related to the working situation. At the same time, it was noted that this view of the teacher concentrated on the *educator* but failed to capture the *person* of the teacher who is, ultimately, the change agent within the educational setting. The task then became one of understanding the shift that occurred from a stress-related model that concentrated on what 'needed to be fixed' in the individual to an empowerment paradigm that recognized 'potential' when power and control were attainable personally and professionally. In both the study and the literature, personal stress, power and control, and professional competence and satisfaction, were found to be directly related to the concept of empowerment.

Empowerment simply means a belief and confidence in one's ability to influence and control one's own destiny, personally and professionally. Although it cannot be measured directly, the degree of empowerment was operationally defined in this study as the relationship between the 'perceived' and 'unmet' personal and professional needs of the teacher. The study, involving a total of 827 teachers (student, active and LTD teachers) revealed information about the level of empowerment in the respondent teachers in particular and, perhaps, teachers in general. There was a strong consensus among the three groups in rating perceived personal and professional needs. All groups rated personal needs as the most important category of needs; those items related to the profession and the school were deemed important but not nearly as important as the needs that stem from the more *person*al aspects of the teacher. Secondly, all groups felt that personal, professional, developmental and/or school-related needs were not being met adequately at the present time. If the needs are not being met, it would follow that the maximal, or perhaps even the optimal level of empowerment has not been reached. The implications of these findings are far reaching; the individual, the teacher training personnel, the local principal and the educational system itself would do well to take note. 'Making a difference' may begin with understanding the needs of the teacher as a person. Therefore, it is recommended that the teacher training programs, inservice education and professional workshops/conventions for classroom teachers consider ways to respond to the personal as well as the professional needs of the teacher across the career span. Recommendations as to how this may be done can be found within each specific article in the body of the dissertation.

Within the needs assessment, there was confirmation that the development of the teacher followed an adult development pattern parallel to the one originally developed by Erickson (Lefrancois, 1990) and more recently expanded in the research and writings of Levinson (1978) and Sheehy (1976). In this traditional age-stage approach to development, the needs of the teacher were seen as changing over time: the emphasis of the beginning teacher on survival, a sense of self and the immediacy of the moment was gradually replaced by more fundamental concerns related to core issues that influence the lives of the students and human potential. This was evident in the significant differences to needs based on age and years of experience in teaching. Significant differences in perceived needs based on gender were also found. Given the findings of this study which indicate significant changes in teacher needs over time, others are strongly encouraged to further explore teacher needs and development. A follow-up qualitative study designed to further understand the personal and professional needs of the teacher across the career span may prove worthwhile. These findings would be helpful not only to the teachers themselves to better understand their own growth but also to principals and administrative personnel whose task it is to motivate, delegate and appreciate.

As stated in the original delimitations, administrators were not included in this study. It was felt that their particular needs and their perception of the teachers' needs may not coincide with the "lived experience" of the classroom teacher. The understanding of teacher empowerment will not approximate thoroughness until a similar study into the needs of administrators is complete. If administrators are expected to empower teachers, it is likely essential that they are empowered themselves. When needs and the degree to which they are met is addressed in the administrator, the myth or reality of the old adage, "you cannot give what you do not have", may be clarified. Therefore, a study into the 'perceived' and 'unmet' needs and level of empowerment of administrators, particularly first line administrators (principals), is highly recommended. Once the needs for all groups become known, programs/interventions can be developed from a more informed position.

The potential transference of research into action was facilitated by the section within the questionnaire that considered criteria and methods for participation in personal and professional development. Educators clearly preferred proposed intervention to be personal, the topic, relevant and the speaker, credible, in order to encourage the participation by teachers. Numerous opportunities to respond to teacher needs can now be generated. One such intervention has been presented in this dissertation as a comprehensive teacher wellness program that responds to both the preventative and remedial needs of the teachers. Other programs, with variations in length, content and involvement, are also possible.

Finally, the literature, personal experiences and the needs assessment bring us face to face with the myths each one of us holds with regards to teachers and the educational system. It is hoped that the realities proposed will replace these myths in the future.

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APPENDIX A: NEEDS ASSESSMENT QUESTIONNAIRE

Teacher Health Study:

Needs Assessment

Return to:

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Introduction

The purpose of this questionnaire is to identify, verify and prioritize the needs of Alberta educators at different points in their career - from teachers-in-training (B.Ed student), through teachers at different phases in their career, to teachers on long term disability benefits. The overriding question is: what are important needs that must be met to ensure personal well-being and professional satisfaction throughout a career in teaching today?

The needs listed in this questionnaire are the needs of educators suggested from key informants, personal interviews, and research literature including the recent Teacher Health Study, Phase 1, by Jevne and Zingle (1990).

This pre-set list of identified needs is presented here for your confirmation and prioritization. We are interested in what YOU perceive as a) the needs of the Alberta educator and b) how well these needs have been met in your teaching career. In addition, there will be an opportunity for you to add any additional needs that you, from your personal experience, feel have been missed.

The adjacent page provides an example of how you would complete the various sections in the questionnaire. The following box will appear periodically throughout the questionnaire to remind you of the rating scale to be used.

Directions

a) How important is the need in the teaching profession?
Example: 100 - if twice as important as the referent
38 - if seen as 3/4 as important
25 - if seen as 1/2 as important
0 - if not important at all
Needs can have the same value.

b) To what degree has each category of needs been met?
1 - not at all met
2 - seldom met
3 - minimally met
4 - adequately met
5 - extremely well met

Good luck!

Directions

Let's try an example of what you will be asked to do on this questionnaire.

Example:

Joanne is given a pre-set list of needs that have been suggested as important needs for an individual's personal health and well-being She has been asked to rank these needs by a) comparing each need to the first one (*already assigned a value of 50*), to determine her perception of the importance of the need **and** b) choosing on a 5-point scale the degree to which this need has been met in her own life. Following the directions on the preceding page, this is how she might rank the following:

Reminder: Use scale 1-100.

Need	a) Assigned value	b) Degree need met
1. exercise more	**50**	**1 2 [✓ 3] 4 5**
2. drink less coffee	25	1 2 [✓ 3] 4 5
3. change jobs	38	[✓ 1] 2 3 4 5
4. learn relaxation techniques	50	1 [✓ 2] 3 4 5
5. get a medical check-up	13	1 2 3 [✓ 4] 5
6. eat better	75	1 2 [✓ 3] 4 5
7. lose weight	100	[✓ 1] 2 3 4 5
8. drink less alcohol	0	1 2 3 4 5
9. remove a major source of worry	75	[✓ 1] 2 3 4 5
10. cut down on medication	0	1 2 3 4 5
11.other (specify) smoke less	50	1 2 3 [✓ 4] 5

Demographic Information

Please circle the letter of the most correct response for each of the following questions:

1. Sex:
   - a) female
   - b) male

2. Marital status:
   - a) single (never married)
   - b) married
   - c) divorced
   - d) separated
   - e) widowed

3. Age:
   - a) 20-24
   - b) 25-29
   - c) 30-36
   - d) 37-45
   - e) 46-55
   - f) 56-60
   - g) 61-65

4. Years of experience as an educator:
   - a) teacher-in-training
   - b) 0-1
   - c) 2-3
   - d) 4-5
   - e) 6-9
   - f) 10-15
   - g) 16-20
   - h) 21+

5. Teaching level for most of career:
   - a) K - 3
   - b) 4 - 6
   - c) 7 - 9
   - d) 10 -12

6. Highest qualification held:
   - a) diploma
   - b) B.Ed. degree
   - c) B.Ed. degree after degree
   - d) Master's degree
   - e) Doctorate
   - f) Other ______________________________

7. Have you been on long term disability during the last five years?
   - a) yes
   - b) no

8. Type of position last held:
   - a) Teacher
   - b) Administrator
   - c) Combined position (e.g.. Counsellor and classroom teacher)
   - d) Other (e.g.. Librarian) ___________________________

9. In general, how stressful have you found your work during your last two years as an educator ?

   - a) not at all stressful
   - b) mildly stressful
   - c) moderately stressful
   - d) very stressful
   - e) extremely stressful

10. Overall, how satisfied have you been with education as a career?

   - a) very dissatisfied
   - b) fairly dissatisfied
   - c) neither satisfied nor dissatisfied
   - d) fairly satisfied
   - e) very satisfied

11 In general, how stressful has your personal life been during your last two years as an educator ?

   - a) not at all stressful
   - b) mildly stressful
   - c) moderately stressful
   - d) considerably stressful
   - e) very stressful
   - f) extremely stressful

12. Overall, to what degree do you feel "in control" of your own personal life?

   - a) not at all "in control"
   - b) mildly "in control"
   - c) moderately "in control"
   - d) very "in control"
   - e) extremely "in control"

Part 1: Professional Training Needs

Keeping in mind the overall question: what are important needs that must be met to ensure personal well-being and professional satisfaction throughout a career in teaching today?, rank the following list of professional training needs by a)comparing each need with the first one, the referent (already assigned a value of 50), to determine the importance of each need in the teaching profession and b) choosing the degree to which each need has been met in your teaching career.

Reminder: Use scale 1-100.

Need	a)Assigned value	b) Degree need met
a) Career exploration during training	**50**	**1 2 3 4 5**
b) Early exposure to the classroom	______	1 2 3 4 5
c) Internship/mentoring for new teachers	______	1 2 3 4 5
d) Pre-professional screening (e.g..personality testing attitude scale)	______	1 2 3 4 5
e) Assessment of personal stress tolerance	______	1 2 3 4 5
f) Opportunity to enhance personal hardiness (endurance) to meet demands of profession	______	1 2 3 4 5
g) Successful student teaching experiences	______	1 2 3 4 5
h) Other (specify) ____________________	______	1 2 3 4 5
i) Other (specify) ____________________	______	1 2 3 4 5

Comments:

Directions

a) How important is the need in the teaching profession?
Example: 100 - if twice as important as the referent
38 - if seen as 3/4 as important
25 - if seen as 1/2 as important
0 - if not important at all
Needs can have the same value.

b) To what degree has each category of needs been met?
1 - not at all met
2 - seldom met
3 - minimally met
4 - adequately met
5 - extremely well met

Part 2: Personal Needs

Keeping in mind the overall question: what are important needs that must be met to ensure personal well-being and professional satisfaction throughout a career in teaching?, rank the following list of personal needs by a)comparing each need with the first one, the referent (already assigned a value of 50), to determine the importance of each need in the teaching profession and b) choosing the degree to which each need has been met in your own teaching career.

Reminder: Use scale 1-100.

Need	a)Assigned value	b) Degree need met
a) Ability to set goals	**50**	**1 2 3 4 5**
b) Sense of balance in my life	______	1 2 3 4 5
c) Approval of others	______	1 2 3 4 5
d) Ability to ask for help	______	1 2 3 4 5
e) Respect from others	______	1 2 3 4 5
f) Sense of self-worth/self-esteem	______	1 2 3 4 5
g) Understanding my own upbringing	______	1 2 3 4 5
h) Ability to accept myself as a person	______	1 2 3 4 5
i) Ability to live with limitations	______	1 2 3 4 5
j) Ability to live with uncertainty	______	1 2 3 4 5
k) Ability to accept change	______	1 2 3 4 5
l) Ability to communicate with children	______	1 2 3 4 5
m) Ability to say **no**	______	1 2 3 4 5
n) Sense of being in control	______	1 2 3 4 5
o) Other (specify) ______________________	______	1 2 3 4 5
p) Other (specify) ______________________	______	1 2 3 4 5

Comments:

Part 3: Professional Needs

Keeping in mind the overall question: what are important needs that must be met to ensure personal well-being and professional satisfaction throughout a career in teaching today?, rank the following list of professional needs by a) comparing each need with the first one, the referent (already assigned a value of 50), to determine the importance of the need in the teaching profession and b) choosing the degree to which each need has been met in your teaching career.
Reminder: Use scale 1-100.

Need	a)Assigned value	b) Degree need met
a) Monetary Incentives	**50**	**1 2 3 4 5**
b) Positive public image of the educator	______	1 2 3 4 5
c) Professional competence	______	1 2 3 4 5
d) Clarification of the role of the educator	______	1 2 3 4 5
e) Security in teaching position	______	1 2 3 4 5
f) Peer counselling/self-help groups	______	1 2 3 4 5
g) More peer support	______	1 2 3 4 5
h) More professional resources (available)	______	1 2 3 4 5
i) Someone to talk to	______	1 2 3 4 5
j) Job challenge	______	1 2 3 4 5
k) Ongoing professional development	______	1 2 3 4 5
l) Fewer directives from Alberta Education	______	1 2 3 4 5
m) In-servicing for mandated new programs	______	1 2 3 4 5
n) Other (specify) ____________________	______	1 2 3 4 5
o) Other (specify) ____________________	______	1 2 3 4 5

Comments:

Part 4: School Environment Needs

Keeping in mind the overall question: what are important needs that must be met to ensure personal well-being and professional satisfaction throughout a career in teaching today?, rank the following list of school-related needs by a)comparing each need with the first one, the referent (already assigned a value of 50), to determine the importance of the need in the teaching profession and b) choosing the degree to which each need has been met in your teaching career.

Reminder: Use scale 1-100.

Need	a)Assigned value	b) Degree need met
a) Appropriate work load	**50**	**1 2 3 4 5**
b) Control over classroom setting	______	1 2 3 4 5
c) Support from administration	______	1 2 3 4 5
d) Control/input into the implementation of curriculum changes	______	1 2 3 4 5
e) Appropriate training for present teaching duties	______	1 2 3 4 5
f) Impact of student-teacher ratio	______	1 2 3 4 5
g) Assistance with discipline problems	______	1 2 3 4 5
h) Safe/healthy working conditions	______	1 2 3 4 5
i) Access to needed resources	______	1 2 3 4 5
j) Training for mainstreaming and integration	______	1 2 3 4 5
k) Other (specify) ____________________	______	1 2 3 4 5
l) Other (specify) ____________________	______	1 2 3 4 5

Comments:

Part 5: Administrative Needs

Keeping in mind the overall question: what are important needs that must be met to ensure personal well-being and professional satisfaction throughout a career in teaching today?, rank the following list of administrative needs by a)comparing each need with the first one, the referent, (already assigned a value of 50), to determine the importance of the need in the teaching profession and b) choosing the degree to which each need has been met in your teaching career.

Reminder: Use scale 1-100.

Need	a)Assigned value	b) Degree need met
a) Professional recognition	**50**	**1 2 3 4 5**
b) Confidentiality	______	1 2 3 4 5
c) Honesty in communication	______	1 2 3 4 5
d) Clarity in my teaching contract	______	1 2 3 4 5
e) Basic respect as a person and professional	______	1 2 3 4 5
f) Participation in decision-making	______	1 2 3 4 5
g) Shared values with administration	______	1 2 3 4 5
h) Ability to communicate with principal	______	1 2 3 4 5
i) Positive feedback	______	1 2 3 4 5
j) Understanding the philosophy of the school	______	1 2 3 4 5
k) Other (specify) ____________________	______	1 2 3 4 5
l) Other (specify) ____________________	______	1 2 3 4 5

Comments:

Part 6: Career Enrichment Needs

Keeping in mind the overall question: what are important needs that must be met to ensure personal well-being and professional satisfaction throughout a career in teaching today?, rank the following list of career enrichment needs by a) comparing each need to the first one, the referent (already assigned a value of 50), to determine the importance of the need in the teaching profession and b) choosing the degree to which each need has been met in your teaching career.

Reminder: Use scale 1-100.

Need	a)Assigned value	b) Degree need met
a) Job sharing	**50**	**1 2 3 4 5**
b) Deferred salary plan	______	1 2 3 4 5
c) Study leave	______	1 2 3 4 5
d) Sabbatical	______	1 2 3 4 5
e) Secondment	______	1 2 3 4 5
f) Part-time employment	______	1 2 3 4 5
g) Opportunity to consider career transition without threat	______	1 2 3 4 5
h) Opportunity for a change within teaching	______	1 2 3 4 5
i) Re-employment program (orientation to career change)	______	1 2 3 4 5
j) Career transition counselling	______	1 2 3 4 5
k) Other (Specify)______________________	______	1 2 3 4 5
l) Other (Specify) ______________________	______	1 2 3 4 5

Part 7: Personal Development Needs

Keeping in mind the overall question: what are important needs that must be met to ensure personal well-being and professional satisfaction throughout a career in teaching today?, rank the following list of self-awareness and personal needs by a) comparing each need to the first one, the referent (already assigned a value of 50), to determine the importance of the need in the teaching profession and b) choosing the degree to which this need has already been met in your teaching career.

Reminder: Use scale 1-100.

Need	a) Assigned value	b) Degree need met
a) Opportunity to look at values/attitudes	**50**	**1 2 3 4 5**
b) Assertiveness training	______	1 2 3 4 5
c) Opportunity to understand the impact of my personality	______	1 2 3 4 5
d) Lifestyle education (finances, health, retirement)	______	1 2 3 4 5
e) Opportunity to look at needs/wants/aspirations	______	1 2 3 4 5
f) Opportunity to look at strengths and limitations	______	1 2 3 4 5
g) Conflict resolution	______	1 2 3 4 5
h) Decision-making	______	1 2 3 4 5
i) Training in dealing with feelings	______	1 2 3 4 5
j) Addictions (e.g.. alcohol, drugs)	______	1 2 3 4 5
k) Relaxation techniques	______	1 2 3 4 5
l) Understanding divorce and separation	______	1 2 3 4 5
m) Effective communication skills	______	1 2 3 4 5
n) Opportunity to look at my own developmental history	______	1 2 3 4 5
o) Other (specify) ________________________	______	1 2 3 4 5

Comments:

Part 8: Professional Development Needs

Keeping in mind the overall question: what are important needs that must be met to ensure personal well-being and professional satisfaction throughout a career in teaching today?, rank the following list of needs by a) comparing each need to the first one, the referent (already assigned a value of 50), to determine the importance of the need in the teaching profession and b) choosing the degree to which this need has already been met in your teaching career.

Reminder: Use scale 1-100.

Need	a) Assigned value	b) Degree need met
a) Time management	**50**	**1 2 3 4 5**
b) Assertiveness training	______	1 2 3 4 5
c) Stress inoculation/stress management training	______	1 2 3 4 5
d) Lifestyle education (finances, career, retirement)	______	1 2 3 4 5
e) Classroom management	______	1 2 3 4 5
f) Motivational techniques in the subject I'm teaching	______	1 2 3 4 5
g) Conflict resolution	______	1 2 3 4 5
h) Decision-making	______	1 2 3 4 5
i) Career burnout prevention	______	1 2 3 4 5
j) Relaxation techniques	______	1 2 3 4 5
k) Effective communication skills	______	1 2 3 4 5
l) Other (specify)________________________	______	1 2 3 4 5
m) Other (specify)________________________	______	1 2 3 4 5

Comments:

Part 9: Health and Lifestyle Needs

Keeping in mind the overall question: what are important needs that must be met to ensure personal well-being and professional satisfaction throughout a career in teaching today?, rank the following list of needs by a) comparing each need with the first one, the referent (already assigned a value of 50), to determine the importance of the need in the teaching profession and b) choosing the degree to which each need has already been met in your teaching career.

Reminder: Use scale 1-100.

Need	a) Assigned value	b) Degree need met
a) More exercise	**50**	**1 2 3 4 5**
b) Body image	______	1 2 3 4 5
c) Regular medical check-up	______	1 2 3 4 5
d) Non-smoking	______	1 2 3 4 5
e) Social activities	______	1 2 3 4 5
f) Appropriate medication	______	1 2 3 4 5
g) Proper nutrition	______	1 2 3 4 5
h) Moderate drinking	______	1 2 3 4 5
i) Psychological counselling	______	1 2 3 4 5
j) Appropriate workload (prevent burnout)	______	1 2 3 4 5
k) Other (specify)____________________	______	1 2 3 4 5
l) Other (specify)____________________	______	1 2 3 4 5

Directions

a) How important is the need in the teaching profession?

Example:
100 - if twice as important as the referent
38 - if seen as 3/4 as important
25 - if seen as 1/2 as important
0 - if not important at all
Needs can have the same value.

b) To what degree has each category of needs been met?

1 - not at all met
2 - seldom met
3 - minimally met
4 - adequately met
5 - extremely well met

Part 10: Long Term Disability Needs

This section is for the teacher who is on, or has been on, long term disability within the past five years. If this does not refer to you, proceed directly to part 11 that follows.

Keeping in mind the overall question: what are important needs of the teacher on long term disability benefits?, rank the following list of needs by a) comparing each need to the first one, the referent, (already assigned a value of 50), to determine the importance of the needs to the LTD teacher and b) choosing the degree to which this need has been met for you personally.

Reminder: Use scale 1-100.

Need	a) Assigned value	b) Degree need met
a) Meaningful activity	**50**	**1 2 3 4 5**
b) Support group for self	______	1 2 3 4 5
c) Support group for partner	______	1 2 3 4 5
d) Less paperwork for insurance company	______	1 2 3 4 5
e) Good medical treatment	______	1 2 3 4 5
f) Follow-up after returning to work	______	1 2 3 4 5
g) Less stigma attached to illness	______	1 2 3 4 5
h) Good psychological counselling	______	1 2 3 4 5
i) Focus on what I 'can do' vs what I 'can't do'	______	1 2 3 4 5
j) Staged re-entry (e.g.. begin part-time)	______	1 2 3 4 5
k) Financial security (benefits)	______	1 2 3 4 5
l) Sensitive handling of LTD matters by personnel	______	1 2 3 4 5
m) Rehabilitation counselling/training	______	1 2 3 4 5
n) Easy access to benefits information	______	1 2 3 4 5
o) Self-help information (e.g.. lending library)	______	1 2 3 4 5
p) Less physical pain (e.g.. pain mgt training)	______	1 2 3 4 5
q) Contact with other LTD teachers (newsletter)	______	1 2 3 4 5
r) Contact with school/peers	______	1 2 3 4 5
s) Appropriate placement for re-entry	______	1 2 3 4 5

Part 11: Priority of Categories

This section is to be answered by everyone.

Having completed the needs assessment questionnaire, what would you consider to be the most important category of needs to enhance personal well-being and professional satisfaction ? Rank the preceding categories by a) comparing each one with the first one, the referent (already assigned a value of 50), to determine the importance of the category in the teaching profession and b) choosing the degree to which this need has been met in your own teaching career.
Reminder: Use scale 1-100.

Category	a) Assigned Value	b) Degree need met
a) Part 3: Professional needs	**50**	**1 2 3 4 5**
b) Part 2: Personal needs	______	1 2 3 4 5
c) Part 6: Career enrichment needs	______	1 2 3 4 5
d) Part 5: Administrative needs	______	1 2 3 4 5
e) Part 8: Professional development needs	______	1 2 3 4 5
f) Part 1: Professional training needs	______	1 2 3 4 5
g) Part 4: School environment needs	______	1 2 3 4 5
h) Part 9: Health and lifestyle needs	______	1 2 3 4 5
i) Part 7: Personal development needs	______	1 2 3 4 5

Directions

a) How important is the need in the teaching profession?
Example: 100 - if twice as important as the referent
38 - if seen as 3/4 as important
25 - if seen as 1/2 as important
0 - if not important at all
Needs can have the same value.

b) To what degree has each category of needs been met?
1 - not at all met
2 - seldom met
3 - minimally met
4 adequately met
5 - extremely well met

Part 12: Criteria for Developing Interventions

This section is to be answered by everyone.

What criteria determine whether you will participate in a course or workshop? The following is a list of criteria that have been cited by educators as important considerations when contemplating participation in further education or professional development. Rank each criteria by comparing it with the first one, the referent, that has been assigned a value of 50.
Reminder: Use scale 1-100.

Criteria	Assigned Value
a) Distance to travel	**50**
b) Expertise of instructor	______
c) Time of day	______
d) Pedagogy	______
e) Personal cost	______
f) Availability of release time	______
g) Ease of access	______
h) Confidentiality of access	______
i) Administrative support	______
j) Absence of evaluation	______
k) Return on investment	______
l) Length of involvement	______
m) Professional recognition	______
n) Topic	______
o) Other (specify) ______________________________	______
p) Other (specify) ______________________________	______

Comments:

Part 13: Rating Intervention Methods

This section is to be answered by everyone.

What format seems most appropriate to meet these important needs to ensure personal well-being and professional satisfaction? Rank the following methods by comparing each one to the first one, the referent, that has been assigned a value of 50.
Reminder: Use scale 1-100.

Method	Assigned value
a) Series of workshops	50
b) Computer-assisted instruction	------
c) One day workshop	------
d) Lecture series at lunch time	------
e) Distance education	------
f) Teleconferencing	------
g) Individual counselling	------
h) Peer support group	------
i) Group counselling	------
j) Other (specify)________________________________	------

Comments:

Further Comments

If you have further comments on the needs of teachers in general or on this needs assessment in particular, please feel free to state them here.

Once again, thank you for your assistance in this survey. Your responses will be very important in future teacher health planning.

Now that you have completed the questionnaire, please place it in the addressed stamped envelope and return it to:

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Dorothy Ryan
Department of Educational Psychology
6-102 Education North
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Edmonton, Alberta
T6G 2G5